

Judge's 'trespass' ruling over LSE occupation, but fees protest goes on

by Judith Kidd
Students throughout the country staged occupations this week to protest against increased tuition fees. More disruption is expected in the coming weeks.
Just Wednesday the National Union of Students is organizing a "day of action" which will involve lecture boycotts and probably more occupations. On March 9 a national demonstration against fee increases and education cuts will be held in London.
Essex University Senate has agreed that lectures and seminars will be called off for the whole day as the staff and students call on the demonstration. They will be absent in other times.
This week's occupations reached a climax on Wednesday, when students at the London School of Economics offered passive resistance to attempts to clear them from the administrative block after a High Court judge had granted a possession order to the school's director, Professor Ralf Dahrendorf.
Granting the order, Mr Justice Mocatta said: "These cannot be any justifiable grounds for what is an act of trespass by some reorganization of a university or college." He said Professor Dahrendorf had done his utmost to avoid a head-on collision with the students.
In an affidavit read out in court

Professor Dahrendorf said 35 employees were being prevented from doing their work. Admissions, grants from the hardship fund, and loans to students were all being held up.
The order was sought on Tuesday after student demands for no fee increases had been turned down. Professor Dahrendorf said this would cost £1,100,000 and would mean staff redundancies. A student-staff working party has been set up to look at the problem of fee increases.
The four students named in the order were Mr John Cuse, the union's senior treasurer, Mr Roger Galloway, Mr David Khan, and Mr Milan Bralimar. When the hearing began, 50 more asked to be joined as defendants and the judge agreed to hear eight of them.
One of the eight, Miss Rosemary Rae, a first-year part-time student, said she would have to give up her course if fees were increased. Another, Mr Stephen George, claimed the occupation was part of a fight for education.
The judge sympathized with Miss Rae, and told Mr George: "If it is to have a discussion about what is meant by a liberal education we may be on talking all night."
On Wednesday, students barricaded themselves into Courtney House.

Occupations also took place at Warwick University, Brighton Polytechnic, Thames Polytechnic, Middlesex Polytechnic, Teeside Polytechnic, and Newman College, Birmingham.
At Warwick, students staged a 24-hour occupation last Friday, although the senate had passed a motion that the proposed level of fees was wholly unacceptable and calling for joint action with other universities. Mr Mark Whyte, president of the students' union, said there would be a further occupation on March 2 unless the university took a more vigorous line.
At Brighton students ended their occupation after the polytechnic agreed not to implement a quota system on overseas students.
In Birmingham, hundreds of students from colleges throughout the city attended a rally on Tuesday to protest against fee increases and teacher unemployment.
Students at Newman College have occupied parts of the building.
The National Union of Students is asking students to make four demands to universities and colleges, not to implement the differential in respect of overseas students, not to increase fees for self-financing students, and to support a phased abolition of tuition fees.



Banner-waving students from the LSE demonstrating outside the law courts in London this week before the hearing of Professor Ralf Dahrendorf's injunction application.

Closure of law clinic opposed

There is strong opposition to the idea of an independent law centre to replace the present Kent University law clinic, which has been proposed by Professor A. W. Simpson, Dean of the Faculty of Social Sciences.
The controversial decision to close the clinic was taken by the university senate last year after a number of clashes with the union and local authorities.
Professor Simpson says his scheme for an independent law centre does not mean the complete abolition of the law clinic in its present form. There would be no changes in organization and finance. But this faces fierce opposition from the present clinic's supporters.
Mr Len Murray, general secretary of the TUC, complained about the high proportion of overseas students on engineering and technology courses, and Mrs Williams, the Secretary of State for Education, criticized them for the low rate of part-time expansion.
Mr Murray said that 37 per cent of places on these courses were taken up by overseas students, which was not a conscious and planned policy for overseas aid but a byproduct of the British failure to generate the supply and demand of scientists and engineers for industry.
"I accept that it is desirable that we should encourage overseas students to come and study here, and I can understand an argument that British education has an important contribution to make to the Third World", he said. But he warned that the present level of overseas students illustrated that for the overwhelming majority of people education finished at 16.
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BEd degree 'obsolete' after three years

by Stephen Cohen
Only three years after the first students graduated, the Bachelor of Education degree course, for which thousands are now studying, could disappear.
Confidential reports to the Council for National Academic Awards, which approves the degree in teacher training institutions, point a bleak future for the BEd.
Doubts about the future of the council's award have been raised because of the reorganization of teacher training. The report says: "One of the effects of the cut in training places, and the related problems of teacher supply, is that courses more rapidly become out of date as well as logistically unviable."
"Assumptions that seemed realistic and forward-looking a few years ago now no longer match the needs of students seeking to enter the schools today..."
Six BEd courses were approved in 1973-74, and about a dozen each year since then. No students have yet graduated from any of these courses, although a few hundred have been awarded an earlier version of the degree.
The report says it is too early to pass judgement on the three-year courses, but it is clear that colleges have had considerable difficulty as student numbers decline.
The "sluggish progress" made by some courses, under consideration by the council, is a measure of the difficulties staff are facing, particularly over reduced intakes, the report says.
Has the BEd a future? It is perhaps the starkest form of posing the question of possible developments. This question must involve renewed discussion of the merits of a professional degree as opposed to a non-professional degree with postgraduate training, but it is becoming clearer that some of the present problems could be solved by a fuller commitment to four-year courses.
"It may be not only the three-year certificate (of education) but also the three-year BEd degree that is becoming obsolete."—TBS.

Thames Poly students end Woolwich occupation

Thames Polytechnic students yesterday called off their week-long occupation of the college's Woolwich site yesterday after a general meeting of the student union voted against continuing the action.
The students were protesting over a recent decision by the college's board of governors to reject the controversial Inner London Education Authority quota policy for overseas students. The decision was less than the Department of Education and Science directive that in the coming academic year colleges should keep their foreign student numbers to the 1973-74 level.
They are opposed to any form of quota policy or fee increase on the grounds that they would be discriminatory and also cause the widespread closure of courses. A report issued by an internal working party of overseas students for the governing body shows that at least six courses would be in jeopardy if

Picket 'threat' sparks strike

More than 15,000 university technicians held a one-day strike today to protest against the alleged disruption of a peaceful picket line at Birmingham University.
The technicians' union, the Association of Scientific, Technical and Managerial Staffs, said this week that the strike was an expression of solidarity with Birmingham technicians who have been picketing for 24 weeks in a dispute about holiday entitlement.
Mr Roy Bird, a national officer of the ASTMS, said the union was outraged by the university's use of non-union lorry drivers who had injured and threatened pickets. The union was collecting evidence in preparation for legal action against the university. "We expect work in certain parts of the university to be interrupted by this action to show our indignation and repugnance over what has happened in Birmingham."
Mr Robert Hunter, Birmingham's vice-chancellor, replied to a telegram from Mr Clive Jenkins, general secretary of the ASTMS, saying: "Your allegations are entirely without foundation and are totally rejected. Any complaints should be reported to the police."
Mr Hunter said the university upheld the right of peaceful picketing. Numerous complaints of damage being done to incoming vehicles by pickets had been made to the university and the police.

Maurice Shock is Leicester v-c

Mr Maurice Shock, Weir fellow and tutor in politics at University of Oxford, has been appointed vice-chancellor of Leicester University. He will succeed Sir Frank Noble in September this year.
Mr Shock, aged 50, has been law and tutor in politics at University College since 1958. Until 1961 he was senior treasurer of the Oxford Union Society and in 1962 he was a member of the Commission of Inquiry into Oxford University. He is the author of *Liberal Tradition with Alan Bullock* and is writing a biography of Sir Stafford Cripps.

No increase planned in government funding

by David Walker and Clive Cookson
The Government does not plan any increase in spending on further and higher education until 1979, and even then the amount to be spent on each student could well be less than this year. Present arrangements of academic staff will be maintained for the next two years at least.
These are the main points contained in the Government's spending plans published last week. Its proposals beyond 1978 are said to be "increasingly provisional" in the light of recent cuts in public spending.
Current spending on further and higher education for the academic year ending in October is given as £1,825 million, that autumn's prices—a reduction in real terms of 1 per cent on expenditure in financial year 1976-77. This figure is based on 116,000 students in non-advanced higher education and 519,000 in advanced education, compared with 79,000 and 515,000 respectively for the current year.
In this global form, the Public Expenditure Survey figures include guidance as to how much the universities, polytechnics and colleges are expected to receive next year. However, no money was distributed in the same ratio as this year, universities would receive about £745m, compared with £722m last year, and further education £888m compared with £855m.
Such a calculation ignores the Government's estimate of student numbers which the expenditure plans predict until 1981. The assumption is that total higher education numbers will reach 560,000 in 1981-82. This would mean a 22 per cent increase in 1978-79 and 1980-81, and a projected 1978-79 there will be 519,000 students, 4,000 more than this year.
Numbers in further education are projected to increase steadily by 15,000 in 1978-79 and 20,000 in 1980-81.
College spending is estimated to decrease at the end of the decade and it will be significantly less than this year.
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Polys seek shield against inroads

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Mr Gerald Fowler, Mr for Wrekin and former minister of state overseeing higher education, argued for the establishment of a body representing the governors of polytechnics but with links with the CDP, that could challenge the powers, which could be misused or misinterpreted by the government.
This request for a CDP association was also echoed by other representatives at the seminar. It will now be the task of the four-man working party—the chairman of which is Mr John Dancy, Technology, Liberal Education, Education, and 16 to 19-year-olds.
Reviews of new English books

Shortage of engineers myth exploded

The great shortage of engineers and scientists in industry is a myth, according to research by economists at the London University Institute of Education.
Their work, based on case studies of firms and collection of their own data about the labour market, rejects both the substance and the method of recent manpower forecasts, notably doom-laden statements last year from the National Economic Development Council on the decline of engineering in higher education.
Professor Mark Black, who has directed much of the work, explained it up this week: "People believe that if the numbers of scientists and technologists are increased, all our problems will disappear. It is an idea largely put about by lecturers with empty places who are worried about their jobs. Now the Prime Minister has picked it up. It is based on the flimsiest of evidence."
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'Captains of industry' queue

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handful of undergraduate courses of very high quality with pronounced orientation towards manufacturing industry. Their major component would be engineering, combined with subjects relevant to industrial management: accountancy, economics, industrial relations, management, communications skills, and possibly a foreign language. Four-year courses would be considered and "all ingredients of industrial experience in Britain or Europe would be covered."
"The committee envisage that the courses are likely to be in universities with a strong and established base not only in engineering but also in studies directly related to management and business", the letter says.
"I must make it clear that the essence of what is proposed is that the courses should not only be of high quality, but should be competitive in the sense that only students of very high personal and intellectual quality would qualify for a benefit from them. The committee will therefore be highly selective in considering proposals."
Joint submissions from several universities would be considered, if there was an assurance that "contributions from all participating universities would be fully integrated

Stockholm post

Dr Gordon Goodman, formerly professor of botany at University College, Swansea, is to be the first director of the Beijer International Institute of Energy and Human Ecology, Stockholm.

Next week

Profile of B. F. Skinner
Chinese education after the fall of the "gang of four"
Interview with David Margolis, St. David's College, Lampeter, celebrates 150 years
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English books

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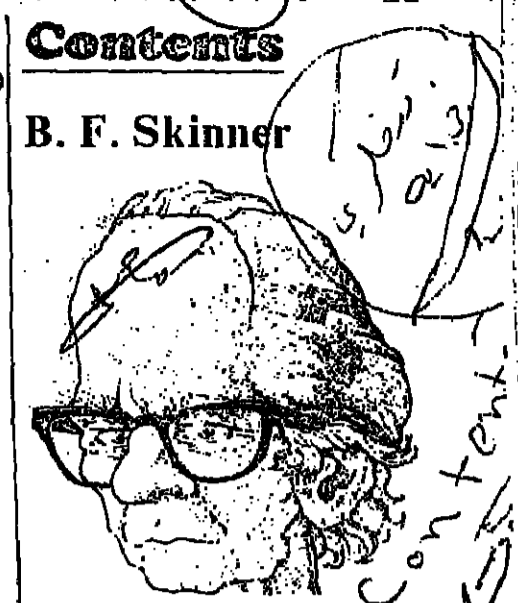
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Polys under fire on overseas and part-time students

by Sue Reid
The polytechnics were criticized for having put many overseas students on technology courses and not enough part-time places at a conference this week on their relationship with industry and commerce, organized by the Committee of Directors of Polytechnics.
Mr Len Murray, general secretary of the TUC, complained about the high proportion of overseas students on engineering and technology courses, and Mrs Williams, the Secretary of State for Education, criticized them for the low rate of part-time expansion.
Mr Murray said that 37 per cent of places on these courses were taken up by overseas students, which was not a conscious and planned policy for overseas aid but a byproduct of the British failure to generate the supply and demand of scientists and engineers for industry.
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courses for which, with some additional preparation and support they were well qualified in terms of experience, commitment and proven ability, was contributing to a divisive social policy.
Mature people had to be helped to prepare themselves for appropriate courses in higher education and some polytechnics were already showing this could be done. There was also a need for more sandwich courses but this depended on a more positive response from employers.
Claiming that the collective financing of polytechnics through the pooling system was leading to serious anomalies, Mr Murray said: "In some situations underutilized teaching resources in polytechnics are not being applied to less advanced work, where there is a shortage of teachers, because it would mean that the salaries would have to be borne entirely by the local authority instead of through the pool."
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Washington
President Carter has asked Dr Frank Press, a noted seismologist and former delegate to the Geneva nuclear test ban conference, to be his science adviser and director of the White House Office of Science and Technology Policy.
Dr Press, whose appointment is expected to be announced shortly, is chairman of the department of earth and planetary sciences at the Massachusetts Institute of Technology. He was recommended by the Defence Secretary, Harold Brown.
In 1973 Dr Press was a member of the US-USSR working group in earthquake prediction. He is still chairman of the committee of school and university relations with the People's Republic of China, a body that has sponsored the exchanges of several hundred Chinese and American scientists.
The Office of Science and Technology Policy is a recently established successor to the defunct Office of Science and Technology, abolished in 1973 by President Nixon. Dr Press will have a considerable say in the appointment of new heads of Federal organizations such as the National Aeronautics and Space Administration.
At a time when the American Government has made human rights in the Soviet Union and other countries a major issue, the National Academy of Sciences is doing some quiet lobbying of its own for scientific freedom in the USSR.
As part of a campaign launched last summer to encourage freedom of expression, publication and travel among scientists, the academy has been in touch with the Soviet Academy of Sciences. Last week it confirmed that it "remains in correspondence" with the academy on the question of individual scientists who have suffered restrictions in their work but it would not reveal whether there has yet been any response.
Until last year the academy was reluctant to speak out as a body, conditions for scientists in other countries, preferring face-to-face representations at international gatherings and contacts. But when its members mandated it to adopt a more activist approach it drew up a declaration of scientific freedom to be presented in every country, signed and returned to Washington. Until last week some 12,000 copies of this had been sent back from nine countries, mainly Britain and Canada. None had been received from the Soviet Union.
On Sunday the academy's committee will approve a full human rights programme to be presented at the annual meeting in April.



Michael Binyon talks to B. F. Skinner, the controversial behaviourist, in his second profile of American intellectuals.

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Handwritten notes and signatures in the right margin, including 'Contents', 'china', 'chinese', and 'B.F. Skinner'.

Mrs Williams on need to encourage girls

The planning figure of 560,000 students on full-time two sandwich higher education courses in Britain by 1981 will allow for about 10,000 extra entry places for girls...

She maintained that for those female students with two A levels there would be a wide choice of degree level courses available...

"We must encourage able girls to take A levels and go on to further and higher education. We must encourage them to seek further education and training as a step to skilled jobs..."

Too many engineers warns Sir Derman

Britain is poised to produce a glut of engineers who will face unemployment or under-employment in a few years, Sir Derman Christopher...

Giving an address as incoming president to the Association of Colleges for Further and Higher Education in London last week he said that the number applying for university engineering courses had risen by 37 per cent during the past two years...

"The number studying engineering will almost certainly be large enough to meet the needs of industry in three years time, when most of the generation would graduate..."

DES '2 year delay' on action

A report making recommendations for the training of lecturers in Britain's 500 further education colleges and 30 polytechnics has been in the hands of the Department of Education and Science for nearly two years but has still not been acted upon...

The report, prepared by the Advisory Committee for the Supply and Training of Teachers, maintains that all new entrants to further education teaching from 1981 onwards should be required to have completed training and that untrained lecturers should attend in-service training programmes...

The present disastrous consequences which have befallen the training of teachers have been attributed to a large extent to the fall in the birthrate. But the birthrate turned down in 1964 and there were then obvious and strong reasons for believing that a downward trend would continue for some years at least...

Commenting on the current shortage of qualified production engineers and production managers, Sir Derman said that very little responsibility lay within the education system.

"If in an industry a particular job is badly rewarded, if it demands responsibility but withholds the authority needed to carry the responsibility, if many of the people who do the job feel themselves to be members of an ill-used class, then it is quite useless to suppose that to increase the training opportunities for that particular job will do any good."

Confusion over so much choice hits trainees

Fragmented college of education courses are creating confusion among teacher training students, said a leading speaker at the second "great debate" conference last week.

Opening the section on teacher training at the regional conference at Bradford College, Mr Frank Harris, lecturer in the department of education at the University of York, said: "The staffs of colleges that have diversified have been required to meet many new demands in a great strain..."



The Leeds graduate trials centre, he said, had twice as many science-based students as there were three times as many scientists among those failing the entry practice.

Mr Gunnell pointed out that this year there had been an increase in the number of students who had failed to enter the profession. Many graduates were tempted to go straight to work, but they did not want to risk waiting for a year to schools that had the least chance of employing them.

Teacher training problems spilled over into the next session of debate on school and working conditions for local students protesting against college closures and cuts in training numbers...

Mr Harris followed demands for all teachers to follow a two year degree course. In the three-year courses, he said, something was bound to suffer and, in most cases, this was the professional training component.

He added: "Of course we must get the standard of entry right and I don't believe that we should accept people into teacher training of lower calibre than elsewhere in higher education. For those intending to teach in primary schools we need to insist on pre-entry requirements in mathematics as well as English."

He said that consultation on education policy should not stop once the regional conferences were over. "We need the equivalent of an Education NEDO at national level to carry on the process."

In the subsequent debate, speakers frequently rambled away from the subject of teacher training. Mr John Gunnell, of Leeds University School of Education, however, made a passionate appeal for an end to the dispensation that allows science and maths graduates to teach without professional training qualifications.

Mr Tom Driver, the association's general secretary, releasing figures showing that more than 500,000 young people aged between 16 and 24 are out of work, maintaining that the Training Services Agency was funding some further education courses at the same level as their local authorities.

Mr Freud wins

Mr Clement Freud, MP, was re-elected rector of Dundee University last week. He polled 976 votes. Mr Philip Agee got 366 votes, Arthur McDonald 7, and the runner up, Miss Fiona Richmond, 545 votes.

Stirling honour

Stirling University is to award an honorary doctorate to Professor Kenneth Alexander, formerly of Strathclyde University, now chief man of the Highlands and Islands Development Board, at a graduation ceremony tomorrow.



EEC's nuclear policy 'is correct'

For example, the current Community objective "to increase energy independence by a switch from oil to nuclear power" is misleading. There will merely be a transfer of dependence from imported oil to imported uranium...

The Community's plans for fast nuclear growth—adopted in 1974 after the oil crisis—were progressively reduced in scope since then—would have imposed an intolerable strain on the European economy and created a disastrous boom and bust cycle in the nuclear industry.

The Strathclyde study was based on a new technique, "dynamic energy systems analysis", said the director of the energy unit, Dr Malcolm Slessor. It is a novel synthesis of two established methods, energy analysis and computer simulation techniques.

The work was funded by the EEC and carried out with the full cooperation of the energy directorate in Brussels. The report shows that while Europe's energy policy is roughly on course, it contains several weaknesses and inconsistencies.

Scots' doubts about UGC power

Some academics had a naive and touching faith in the University Grants Committee as a guarantor of freedom and money, according to a contributor to a new series of Scottish educational papers. Dr Nigel Grant, an Edinburgh academic well known as a pro-devolutionist, said the recent increase in fees had shown the impotence of the UGC in the face of a determined Westminster government.

Dr Grant's remarks appeared in the third of a series of educational monographs published by the department of education at Stirling University, devoted to the Scottish universities and devolution. Taking an opposing line in favour of keeping the universities under the UGC, was Dr James Drever, principal of Dundee University.

In another article, Professor Arnold Morrison of Stirling argued that devolving responsibility for the universities presented them with the challenge of greater participation in schools and colleges. Professor Morrison suggested three things. First, that universities north of the border ought to think and act more as a system rather than as eight separate institutions; second, that universities ought to be producing alternative blueprints for their future growth and change illustrating the range of possibilities facing them; third, there ought to be some focus on community provision.

Stirling Educational Monographs, department of education, Stirling University £1.00 each.

New unemployment plan urged

A call for the Government to draw up a more effective long-term plan to combat unemployment among young people was made this week by the National Association of Teachers in Further and Higher Education.

A statement issued by the association said that the Government measures currently available constituted a "bewildering array" of potential assistance which created a competitive attitude in young people.

Mr Tom Driver, the association's general secretary, releasing figures showing that more than 500,000 young people aged between 16 and 24 are out of work, maintaining that the Training Services Agency was funding some further education courses at the same level as their local authorities.

The reduction in educational resources militated against the development of measures which could help. The cuts had produced a dependence on funding at the same level as their local authorities.



Fleeting fellow—Joss Naylor, the champion fell runner from Wasdale, Cumbria, has been awarded an honorary fellowship by the University of Manchester Institute of Science and Technology.

London institute 'discriminates'

Widespread sex discrimination in the appointment, promotion and payment of staff at all levels in the University of London Institute of Education is alleged in an internal report by the Institute's sex discrimination working party. The five-member group, set up in October 1975 to consider the implications of the Sex Discrimination Act for the central institute, presented its report to the central academic board last week.

There are no plans for publication. The report claims that, according to the institute calendar and other official sources, there has been a decrease in the proportion of women staff between 1965 and 1975, even though total staff numbers have gone up. It claims that women are concentrated in low-paid, low-status positions, and points out a remarkable deterioration in their career prospects in the institute since 1970.

Between 1965 and 1970, 41 per cent of all promotions went to women. Between 1969 and 1976, the figure was only 13 per cent; in 1970, the apparent turning point, was the year of the Equal Pay Act.

On salaries, the working party acknowledges that its information is incomplete, because its request for an anonymous schedule showing salary levels by age, rank and sex was refused. However, by comparing the salaries quoted in 70 questionnaires completed by academic staff with the Association of University Teachers' age-point scale, it estimates that 54 per cent of the women but only 31 per cent of the men are underpaid.

The report claims that men are more likely to have permanent posts than women (70 per cent compared with 52 per cent) and slightly more likely to have tenure (51 per cent compared with 45 per cent); and that they obtain promotion at a younger age than women.

The working party recommends guidelines for the review of appointments, promotions and salary scales, and that funds should be made available to rectify past injustices.

Dr William Taylor, Director of the Institute, said: "As I understand it, there is a law in this country that makes sex discrimination an offence. I personally am very glad that this is so, but you would not expect me to comment on a report which says in effect that the institute is breaking the law. I have not heard any individual complaints."

Give priority to adult council, unions say

Leading teacher unions this week urged the Government to improve Britain's adult education provision and give priority to establishing the long-proposed national advisory council for adult and continuing education.

The Association of University Teachers and the National Association of Teachers in Further and Higher Education issued a strongly worded statement criticizing the Government for cutbacks in the non-statutory education sector which, it claimed, had suffered severely from a reduction in courses and students' discretionary grants.

The statement warned: "In some areas the provision of such courses is in danger of being eliminated entirely as local authorities, voluntary agencies and universities come under increasing financial stringency. At a time when a planned expansion is necessary there is a struggle to maintain existing provision."

It added: "Educational provision for adults has suffered particularly severe cuts but is a vital part of the education system and cannot be constrained to its present marginal position without serious loss to the society as a whole."

DES policy 'long time making'

The Department of Education and Science is a thinking department preparing policies over a much longer span of time than in other parts of government, according to Mrs Williams, Secretary for Education.

In an Open University broadcast this week in a series about decision-making in education, she said the DES had its own character and its own time-honoured ways of working. "Fifteen, twenty years is not an unusual lead time for something like the Weaver Report or the coming of comprehensive education and therefore the department's whole mood is very different than that of the Department of Employment, say."

Mrs Williams described her main function as setting a climate within which education authorities and interest groups such as teachers operated. But any direction given by central government had to be accepted by its partners in the education service.

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We have only one accommodation officer for 2,500 students. The Polytechnic intends to increase its numbers by 25% to 3,000+ by 1980 and still no Halls of Residence are being built, although they were due to be started in 1974.

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Group seeks to keep NUS and politics apart

A National Non-Political Students' Group held its first meeting in Cambridge on Saturday with students from Oxford, Cambridge, Leeds and Reading attending. It was organized by Mr Geoffrey Berg, a student at Trinity College, Cambridge, and president of the Cambridge Anti-National Union of Students.

Mr Berg said this week: "We are trying to coordinate people who don't want political issues mixed up with student unions. In the present NUS a few make their views felt and these are not the views of the majority."

In Cambridge members of the new group will fight the student elections. Two are standing for the union's executive, two for the delegation to the National Union of Students and two for the Council of Senate.

A scathing attack on the National Union of Students' executive has been launched by the Federation of Conservative Students this week in the run-up to next month's NUS national elections.

The FCS, who represent 16,000 students, are putting up seven candidates and expect two of them to be elected in their second attempt to break the power of the broad Left.

The main FCS candidates are: for president—Steve Moon, 32, a member of the NUS executive and last year's president of Birmingham University union; for vice-president—Mr David Wilks, 22, president of Leicester University union; vice-president, education—Mr Eddie Longworth, deputy president of Bradford University Students Union.

Three more colleges have voted to leave the NUS: Imperial College, London and St Catherine's and St Edmund's House, Cambridge. At Trinity College, Cambridge, however, a dissaffiliation move was defeated.

ACADEMIC DEVELOPMENTS

Bradford's Asian studies option meets local need

by Peter Wilby

A major option in Asian Studies has been introduced at Bradford College's Diploma in Higher Education. It accounts for a quarter of the diploma course, which is concerned with the problems of urban, industrial, multi-cultural societies—and examines Asian communities resident in this country whose original homeland is the Indian sub-continent.

The diploma as a whole, says the course director, Mr Bob Fairbroth, is designed for students who want to work with people in a community in the urban environment. Students who take the Asian component will have to be fluent in one Asian language—Urdu, Bengali, Punjabi, Gujarati or Hindi—before they start the course. During their studies, they will spend an hour a week learning Hindustani, a dialect which has no written form but is understood by most Asians.

Mr Fairbroth expects the diploma's graduates to be particularly valuable in education welfare work, where liaison between home and school is necessary, and in industries such as the Yorkshire textile industry where the workforce is largely Asian and the management largely English. Some students will be able to go on to Bradford's BEd (Ordinary) degree with a view to teaching nursery, primary and middle school children. The diploma will also be well-equipped for community relations work.

So far the option has attracted only six students—all of them Asian. But it was approved only just before the beginning of the current academic year and the college hopes to increase its intake next autumn. Bradford offers O and A level courses in all the main Asian languages, and Mr Fairbroth expects that the course will eventually attract some English students. Three of the six lecturers concerned with the programme are Asian.

The course includes an examination at immigration and race relations legislation and of research and project reports to consider the host community's perceptions of the immigrant problem. There is a statistical analysis of the origins and distribution of Asian communities in Britain, and an examination of the factors that lead to immigration. The influence of religion, class, caste and family structures on the life-style of Asians in Britain is examined. And particular attention is paid to conflicting pressures for conformity for example, in single-sex schooling, in taking time for prayer at work, and in wearing turbans.

Students will consider the various solutions proposed for the problem of multi-cultural societies: assimilation, integration, segregation and repatriation. They will make a special study of the effects of these different policies in one particular area, such as housing, educational opportunities and so on. There will also be a theoretical study of western beliefs relating to



Cultural assimilation under the microscope.

discrimination, prejudice and cultural diversity.

The new optional course is thought to be the first of its kind in Britain. Bradford College has ambitions to become a major centre for Asian Studies in Britain, eventually offering its own degree course that would include something of the history and culture of the sub-continent itself. The city of Bradford's 30,000 Asians account for around one tenth of the total population, and include 22,000 Muslims (3,000 of them from Bangladesh).

Biologists get chance to catch up

by Clive Cookson, science correspondent

Biology graduates of the 1950s, being given a chance to catch up with the latest developments through part-time BSc courses, contemporary biology at the University of Ulster.

"Because biology has undergone extremely rapid development and so many of us have been away from the subject during the last quarter of a century, the course is aimed mainly at those who qualified or graduated in a biology related subject five years ago", the university says.

School teachers are expected to form the largest proportion of students in the programme, which starts next October. But it is designed to be a teachers' refresher course. "It will have particular relevance for people engaged in a wide range of the applied sciences from agriculture and forestry, medicine and the many paramedical and industrial fields which employ graduates of the majority working biologists."

The subject-matter will take account not only of major developments in molecular biology, genetics, immunology and biochemistry, but also of systems and population dynamics, ecology, genetics and evolution.

Throughout the two years of the course teaching will be divided between the university campus, Coleraine and the freshwater biological laboratory at Traill. In addition a seven-day residential course, seven-day laboratory practical course, and a final project are planned.

Mathematics given 'management flavour'

Industry will have a new source of highly numerate management scientists in the 1980s: Hull University.

The university is offering an honours degree in mathematics and management science from October, 1978 giving students a mathematical education with a management flavour. Teaching will be shared between six departments.

At least half the three-year course will be mathematical. Other subjects to be covered include accounting, statistics, methods, operational research and economics, with optional industrial engineering, marketing and business finance.

When Hull submitted its five-year development plan to the University Grants Committee last summer it argued for more emphasis on applied and vocational courses. The UGC replied that this "would not be appropriate" and said that the university should concentrate any expansion on its traditional strong points.

'Baccalaureate' as alternative to A-level specialization

by Judith Judd

An "international baccalaureate" to provide an alternative to A-level specialization, will begin at Avery Hill College, Eltham, in September.

The course, which is open to any post-O-level student, whether or not he also intends to go to university, will involve the study of six subjects for the full diploma.

Three subjects will be studied at higher level and three at subsidiary level. In addition, all students will do a course in the theory of knowledge and spend one afternoon a week on creative or social service activities. Each student must also write an extended essay of about 4,000 words.

The programme guarantees steady work of a core curriculum, the mother tongue, mathematics, a foreign language, science, and humanity.

After two years those who obtain the diploma will be qualified to enter most universities, including all British universities. More than 5,000 students worldwide have already gone on to take degrees, though the

DipHE matches student and employer needs

A part-time Diploma of Higher Education, starting at North East London Polytechnic next month, is the first of its kind in the country. It has been designed to bridge the gap between traditionally structured part-time courses and the needs of the individual student.

Lecturers will liaise with the prospective students and their training officers or managers to work out a course specifically matched to each applicant's needs and those of his employer. It will be possible for students unable to leave their jobs or homes during the day to study in the evening only.

The course will have three overlapping phases. The first, described at the planning period, will involve the drawing up of a mutually agreed statement specifying what the student hopes to learn and how the learning should be arranged and evaluated.

In the second, the student will work through the agreed programme using group work and individual studies as appropriate and drawing on the varied resources and expertise of the college. During the final phase the student will show that he has gained the abilities he set out to develop.

The polytechnic's school for independent study, which will run the new course, already offers a full time DipHE and a one-year post-diploma programme leading to a degree by independent study for which the part-time diploma will be eligible.

Hybrid gives insight into organizations

The department of management sciences at the University of Chester Institute of Science Technology is to mount a hybrid course in the autumn bringing together the study of organizational knowledge of how organizations work.

The course, leading to an MSc degree in management education and organizational change, will open to social science graduates with two or three years' professional experience in industry, higher education or a body such as the national training boards. It is expected that students will be sponsored by their employers.

Don's diary

Dread letter

This week I set aside to prepare the several lectures, seminars, etc. that I am supposed to give on the political situation in West Germany. I dig out the pile of paper clippings, documents, appeal court decisions, laws, etc. With it memories and experiences start creeping up on me. I try to remind myself that I have been quite lucky.

I was caught by the *Berufsverbot* (professional ban) after eight years of lecturing in the Department of Social Sciences at the University of Frankfurt, which gave me sufficient cause to qualify in teaching, research and writing for a temporary lectureship in Edinburgh and after that, maybe, somewhere else. Often enough, people do not get a job.

I read through the documents, correspondence between the state administration and the alleged *Verfassungsschutz* (enemies of the constitution). The state authorities doubt commitment to the Constitution, on the basis of material collected by the *Verfassungsschutz* (Special Branch) on account of: attending a meeting of the Communist Party; candidature for the Communist Party; signature of a radical party campaign leaflet; distribution of a leaflet among whose signatories was a radical party member; living or having lived in the same flat with "members of the new left"; activity in a left student group; candidature for student parliament on a radical list; parking close to the Communist Party offices, when a meeting was being held; signing a petition against the close-down of a hospital; participation in the move-

Passed over

I did not get one of these letters. I applied for a chair, the university put me down as second choice on the list it sent to the Ministry of Culture. Their first choice chose another university. The Ministry picked number three.

It has the formal right to do this. Only previously it had never made use of that right. The university autonomy had been respected. Now that the student movement generation has knocked at the doors of universities, schools, social institutions, all run by the state and has been so partly successful, the state is hastening to fortify the supposedly too permissive wardens.

I was not in the student movement. I was, without any party affiliation, involved in the university reform in Frankfurt in the early 1970s which is now being rolled back piece by piece. I teach and write Marxist theory. Does this make me an enemy of the constitution? Nobody says so; I just don't get the job for which the university holds me qualified.

It hits harder people than me. And, as Frank, the internationally renowned political scientist, after his escape from the Pinochet's Chile, was number one on the list for professor of international relations in the social sciences at the University of Edinburgh. He might have talked about imperialism, a branded catchword nowadays. The Ministry cannot possibly pass over Frank; so the whole list is scrapped, the vacancy frozen.

A. G. Frank's father left fascist Germany for being a left-winger. A. G. Frank, together with his wife and son, left Chile a few days before the fascist coup, for being a left-wing professor. I visited him; a depressed man. The department would not stand up against the Ministry any more, I told a journalist; she was scandalized, and prepared a television feature, but her managing director stopped it; it's not the time for this kind of news, we are not under attack, anyway. The papers are not interested; so nobody will know.

Court out

I got a letter from my lawyer. It says that another memory. Two months ago, in a labour court room, where I fought to get my job back. The university, by order of the Ministry, had declared it to be time limited, while on legal grounds it was clearly a tenured position.

Two and a half years ago that same court room was courted and with the efforts and solidarity of the unions and active union members, a departmental secretary got back her job. She had been sacked for alleged membership of the Communist Party in the early 1950s—the *Verfassungsschutz* has been working through the back files.

Since then, pressure has made solidarity crumble. The court room was empty. The judge refused to take the case. Caught between a clear legal situation and the political mainstream of "die da oben" (them in authority) as he kept saying, he would not tackle it.

I left the court with shaky knees, not believing my own eyes and ears. My lawyer says all the other similar cases have been postponed even further than mine. He says I am lucky. I wish I could feel that way about it.

Eight years is enough to start to love a job, to become part of a network of cooperation, friendship, relations, to become rooted. I enjoy lecturing and living in Edinburgh. But I would enjoy it so much more freely if I knew I could go on working at home.

racial, religious and political criteria.

But says the court, the relationship between state and civil servant is one of trust and an obligation of allegiance. "If the civil service cannot be relied on, then society and the state will be lost when critical situations arise. Critical situations, says the highest administrative court, may always arise. Their coming about can never be excluded." The civil servant says the court "must feel at home in the state as it is right now" a neutral, distanced attitude without positive inner commitment" will not do. A teacher, for example, "would at least unconsciously run the danger of influencing students in a way which might not be compatible with the liberal democratic fundamental order".

Losing its grip?

Next day is a rainy morning. I have to prepare classes. I had better get this article ready, it has already made me too depressed, anyway.

I once applied for a permit to see a woman colleague in jail and finally got one. How can I hope to dispel the doubts of a state that kept her in custody for six months for alleged contact with anarchists? She was finally released, but it was enough to make her sick and lose any chance of finding a job.

What about my activities against the *Berufsverbote*? What about writing this article?

What if I do not even get a chance to dispel the state's "doubts"? Academic unemployment is rising. Social sciences, particularly political sciences, are prone to the cuts. There have to be some criteria of selection.

A friend calls from Frankfurt. He confirms what three friends have already said in letters. There have been demonstrations against the *Berufsverbote* in Berlin, Frankfurt, Düsseldorf and other cities, with 10,000 people at each one. A central protest is planned in Hesse. More than 10 schools in Frankfurt are on strike, so is the university.

Is infirmation losing its hold? Will this make an impact? Maybe things will change, after all.

Birthday verdict

After a day of teaching and a day of rest, my birthday, I settle down at my desk again to read the appeal court verdict. A political party can only be declared unconstitutional by the Supreme Court, the Constitution says. But that same Supreme Court says, although it does not declare a political party to be unconstitutional, the membership of a political party that pursues unconstitutional goals "who says so?" will be enough to raise doubts about the suitability of a candidate to become a civil servant.

The state is the only employer in the educational system. "Friendship" between the Constitution and the state is necessary for a state job, although article 33 of the basic law explicitly excludes

Claudia von Braunnähli

The author is lecturer in politics at the University of Edinburgh.

Looking back in anger



James Porter

So much support, so many warm words, such "unequivocal" and powerful support—indeed, the case is so self-evident that one would think that little could be gained from further comment. However, the time has come to try to understand what lies behind the rhetoric.

What are the simple facts behind our commitment? In-service training projected for 1981 is 10,000. Given the pathetic level of provision of in-service training at present, what guarantees have we that the target will be achieved? After all, it represents nearly a quarter of the total number of teacher training places in the country by 1981. In many ways it is therefore the critical battle for many teacher training establishments. Will there be genuine progress, or will the opposite happen and the number actually decline? Can teacher educators actually rely on the new numbers, or should the right estimate of the overall number of places in teacher education be a total of 35,000 rather than a total of 45,000?

I am forced to these reflections by the fact that I am currently responsible for the biennial British Council course on "New Approaches to Teacher Education". Two years ago the distinguished representative of the "old" defence psychology on the course, Mr. J. H. G. Jones, the outright commitment of central and local government, of the teaching profession, and of teacher educators, to the need to expand in-service training as a top educational priority, and this will reinforce the recommendation of the James Porter committee which wholeheartedly and unequivocally supported the White Paper, the Advisory Committee on the Supply and Training of Teachers, and every five years' interactionally, at the teachers' education conference in Geneva in 1975. Unesco unanimously supported in-service training as the highest priority.

In such countries as Nigeria, Australia, Denmark, Norway, Venezuela and Australia, it is possible to have of major national or provincial strategies; while visitors from overseas are used to the absence of "official" models or sophisticated policy statements in the United Kingdom, they do expect to see many examples of good practice and of the vigorous pragmatism for which we are well known abroad.

Some good practice is certainly available for study. There is, however, no way in which one can assure them that it is having a genuine national or even regional effect upon practices in school and, most significantly, upon the education which children are receiving.

It is still largely available only to a tiny proportion of those energetic and fortunate teachers who can manage to get released and find time to attend under attack, are prepared to extend their teaching "day" into the evening. The whole thing is very puzzling to educators from outside this country. It is bewildering to those who have waited each year for the commitment and the support to issue in action.

There must, therefore, be powerful and possibly insuperable obstacles to achieving objectives which everyone seems prepared to endorse. What we have is a classic case of the "failure" of central government to ensure that its agreed policies are carried out at the local level.

Elected and inevitably cost-conscious local representatives are currently ensuring that in-service training will actually decline rather than expand. "They" employ the teachers; "they" own the schools; and "they" often do not have the time, interest or inclination to listen to arguments which may lead them to a new, and costly, allocation of scarce resources.

Meantime, no progress is being made with regard to an alternative method of organizing in-service on a regional basis, the number of teachers likely to follow in-service courses next year already seems to have dropped sharply, and staffing standards are falling.

What has happened to the widespread support for the James Porter recommendations? The number of teachers who have been in the "national" schools has been dramatically reduced, yet we still have not introduced a national scheme, which

and the most effective use of staff time and opportunities needed to create flexibility among teachers will be important.

Finally, the lack of mobility inevitable in the next few years, with teachers staying not only in the same profession but in the same school over long periods, puts an even higher priority on the need for in-service training, not only personal and a professional refreshment. There are many other areas which could be fruitfully developed by in-service training. The above may be seen as some of the more immediate. What is further needed is a genuine regional strategy where teacher educators and teachers can come together to decide on the priorities and receive the proposals of schools and individual teachers, so that education can more genuinely be innovative.

However, in spite of all the obvious needs, the deadlock remains; and there seem to be only two ways in which it can be broken. The first is to establish a national budget for in-service training which will be allocated to responsible regional bodies. The alternative, i.e. for the state support grant to be negotiated in such a way that local authorities will be required to carry out the nationally agreed commitment.

Both strategies require that all teachers have new contracts guaranteeing them the entitlement to in-service training for a period equivalent to one term in every seven years of service in the first instance. Many other countries also guarantee all teachers up to ten or 15 days' release each year for the kind of in-service training required to support new curricula development and to engage forward planning and community interaction.

Looking back in anger can at least be partly assuaged if one is looking forward in hope. Perhaps the fact that since the White Paper, some of the poorest countries in the world have given the highest priority to their educational development to in-service training, may convince this pessimistic writer that the essential vigour and creativity which comes from our belief in the teacher as central to the development of the curriculum, and a review of the proposals for a core curriculum need to be explored by all teachers if we are to maintain the essential vigour and creativity which comes from our belief in the teacher as central to the development of the curriculum.

Thirdly, with the increasing stability of schools, the need for creative management and creativity in the management of resources will be critical. Thus, in-service training which relates to management

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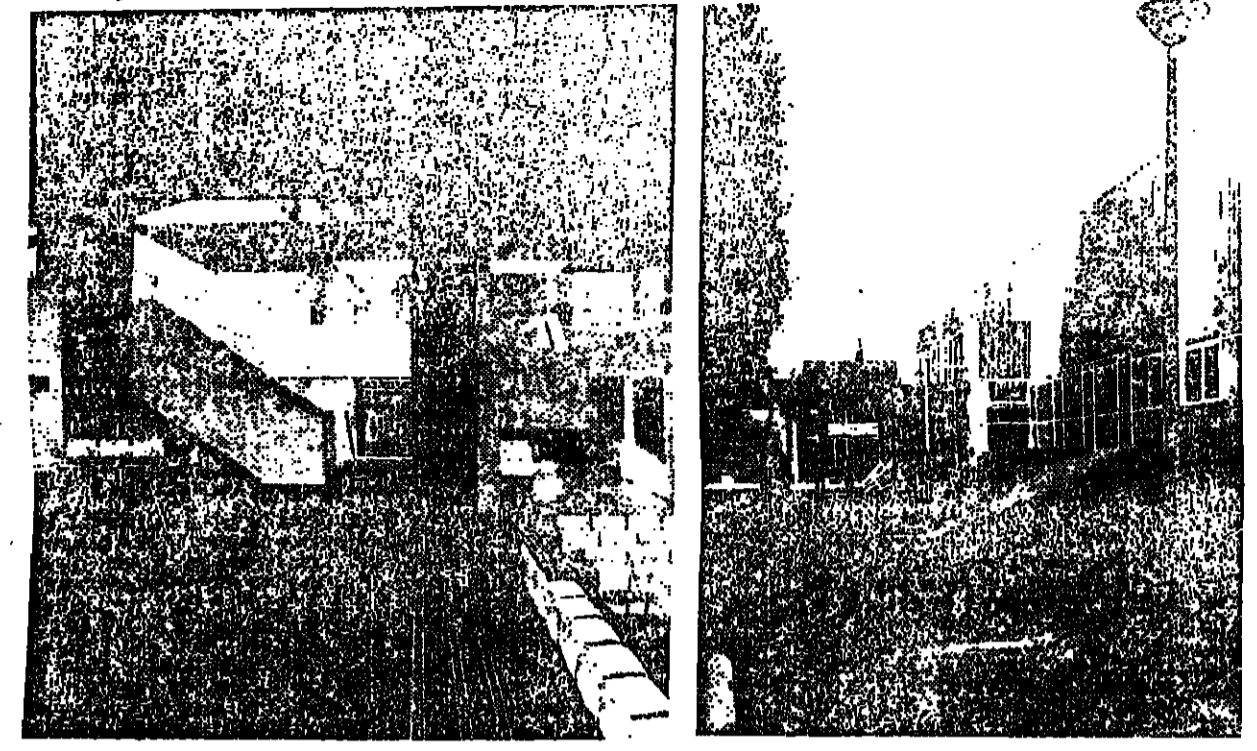
James Porter

At the first of the eight regional conferences of the "great debate" at Newcastle upon Tyne, Mrs Shirley Williams noted that a major of crucial importance to the country was in-service training for teachers.

No doubt the "crucial importance" of in-service training will be noted by the other seven regional conferences and this will reinforce the recommendation of the James Porter committee which wholeheartedly and unequivocally supported the White Paper, the Advisory Committee on the Supply and Training of Teachers, and every five years' interactionally, at the teachers' education conference in Geneva in 1975. Unesco unanimously supported in-service training as the highest priority.

Dept. no. 1215

Tony Aldous compares a polytechnic's new union buildings



Inside and out: the city campus union (centre) and the Scrafton union.

Two stately pleasure domes of Leicester

Leicester Polytechnic can boast two recently completed student union buildings... The city campus union... and the slightly earlier Scrafton union...

confection of timber, brick and glass... Its complicated pattern of pitched and flat roofs makes exciting shapes and patterns with the treescapes... and internally works to give the right headroom and volume for such varying spaces as dance floor and bar lounges...

tower, and lifts are under strain when lecturers and large numbers of students simply could not reach the main union building at, say, the mid-morning coffee break time...

Frances Gibb on the emergence of the Federation of Conservative Students

Enter right, creating trends and growing all the time

The motley ranks of Marxists, Trotskyists, International Socialists, Maoists and Broad Left members who dominate the 800,000-strong National Union of Students are being infiltrated by a new and right-wing faction...

Behind the federation's success is the changed economic climate and the shift in student interest to home issues—grants, education cuts, social security—rather than the Third World and overseas events...

The federation's three main policy aims are to bring a "more responsible and representative leadership" to the NUS; to promote a strongly pro-European policy...

THE TIMES INDEX The Times Index (which includes entries for The Times Higher Education Supplement as well as The Times, The Sunday Times, The Times Literary Supplement and The Times Educational Supplement) is now published monthly...

PROFILE

Perhaps no academic has suffered so much vituperation as B. F. Skinner, the eminent behaviourist. His books have been received with a hail of critical gunfire...

Only his latest book, Particulars of My Life, has escaped the customary howl of outrage, except in H. Eysenck's review in The Times. Published last year, this first part of his autobiography has generally been warmly received...

Ironically his autobiography is the only book not to attempt an exposition of his behaviourist views. With the minus of intense frustration Eysenck looked in vain for a behaviourist interpretation of Skinner's life...

Why has Skinner aroused so much hostility in fellow psychologists? He himself is friendly, diffident man, with a lively sense of humour and considerable personal charm...

Perhaps it is because he is anything but modest in his assessment of his work. Almost single-handedly he has developed the theories of behaviourism, the school of psychology whose programme is to "consider only those facts which can be objectively observed in the behaviour of one person in its relation to his prior environmental history"...

Each of these union buildings is a considerable achievement within the financial and constraints that applied. The pressure of student numbers, the need to provide a large amount of space reasonably economically, and allows a high degree of flexibility in use...

But Mr Forsyth emphasizes that the FCS does not see the party line, being very close to the left or right, of official policy. The federation is more intellectually based than the party. It is more ideological and idealistic in approach; they win elections, we win ideas...

Links with the Conservative Party tend to be administrative and organizational rather than on a policy level. The party proposes an office at Smith Square and an undisclosed "small honorarium" to the chairman. Mr Forsyth claims, however, that it is much less than a student union president's salary. The federation for its part

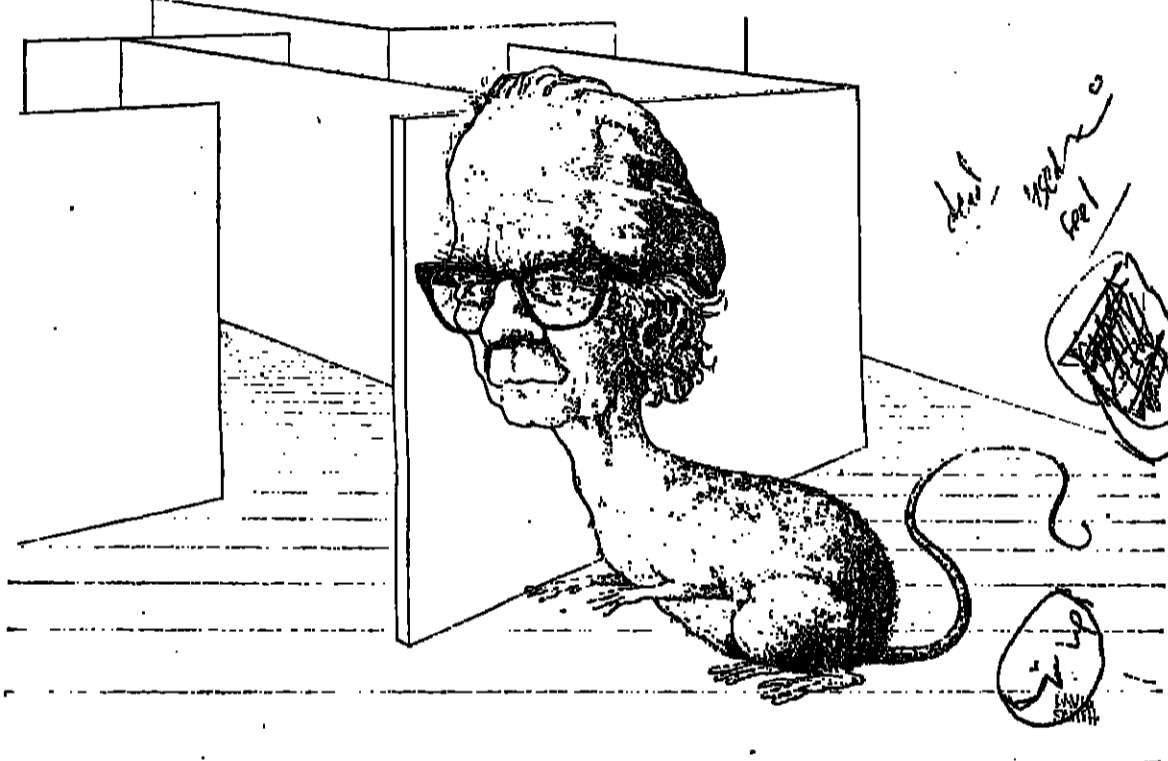
Rats! It's a prophet crying 'destiny-control this way'

Few theorists have aroused as much hostility as B. F. Skinner, the behaviourist, writes Michael Binyon in the second of four articles on leading American academics

Burrhus Frederic Skinner, now 72, has officially retired after many years holding the Edgar Pierce chair of psychology at Harvard. An emeritus professor, he still lectures occasionally, goes to meetings and answers correspondence, but he has not conducted any experiments for 10 years and does not attempt to keep up with current research...

He enjoys a leisurely but strictly regulated life at his home in Cambridge and whereas recent years have been taken up with clarifying, explaining, attempting again and again to restate his position and refute his critics, he has now abandoned the role of apostle, and is concentrating entirely on the second and third volumes of his autobiography...

As a therapy he decided to write a novel, in which he would reconcile two aspects of his character. The novel, Walden Two, turned out to be one of Skinner's most influential works. It has sold almost two million copies and is still selling fast, it has been translated into many languages and it has been taken as a blueprint for a host of communities that have since been formed on Skinnerian lines...



who have challenged the traditional understanding of human motivation. Psychologists, as sensitive as others to assaults on their own independence and worth, have responded by trying to demolish the whole edifice of behaviourism and its principal architect...

It was with hopes of being a writer that Skinner began his career. After his first year at Harvard College he sent off his short stories to Robert Frost, who told him they were the best he had read for a year...

But he soon discovered he was not to be a writer. He became more and more interested in mechanics, gadgets, and was drawn to psychology. He discovered the writings of James Watson, took a PhD from Harvard, and then spent five years in postdoctoral research...

For the next 35 years Skinner taught, conducted research and wrote. As a lecturer at the University of Minnesota, he achieved a remarkable record: over a period of five years seven out of only 140 students went on to get PhDs in psychology...

hand, has not been envied since the days of Sparta. Life Magazine said: "For Skinner the book had its own controversy: he was struggling to reconcile two aspects of his behaviour, represented by the two main characters, Burrus and Frazier. He now sees himself as a convinced Frazierian. But Frazier's impulsive defence of the community, while admitting that he himself was not a likeable person or fit for communal life, was Skinner's own defence."

Skinner himself never started a community in real life for two reasons: he decided he could best use his time "by developing the science that would lead to the technology which would make Walden Two more likely in the future. It seemed to me silly to give that up and become a promoter, which I'm not by instinct anyway"; and, secondly, and probably more important, his wife—to whom he has long been happily married—would not hear of the idea...

But others have translated the ideas into action. Communities have been founded in Virginia, in Missouri and in Louisiana. There is a club in Munich called Futurum Zwei ("They couldn't translate Walden as 'Walden'") and there are several others which Skinner has not kept in touch with. Those he has visited, however, he likes.

Last autumn he went to the community in Virginia. "I was really impressed. It's small, and you're never going to resolve them without the worst kind of regimentation. That solves problems but presents others..."

when a prediction went awry. I could have shouted at the subjects of my experiments: 'Behave, damn you! Behave as you ought!' Eventually I realized the subjects were always right. They always behaved as they should have behaved. It was I who was wrong. I had made a bad prediction...

What a strange discovery for a would-be dictator that the only effective methods of control are positively reinforcing. "That is extremely dangerous—it's a lethal mutation to the culture that encourages it. I'm very happy to see now in America there is a great swing away from all this self-actualization, this 'est' business. There was an article in the New York Magazine a few months ago called the 'me decade'... me, me, me, everything, I'm going to develop myself. Everything can go to hell. That's the point of Beyond Freedom and Dignity. If you go for personal freedom and personal worth, then you're not going to have a culture that will have anything for the future."

Skinner admits that the behavioural sciences have not yet permeated the political process—governments have not based decisions on the principles he has outlined. And there was not much likelihood that they would. But at a lower level the influence of behaviourism was being felt: in education, in psychotherapy, in institutions, in industry...

One of the large air freight companies in America, Emery Air, has paid public tribute to Skinnerian principles, which it says have contributed to greater efficiency in its operations. Industry in Sweden has also expressed interest, and Skinner has talked to industrialists and the management of the Volvo car company. He is only half encouraged...

biology knows that if you love variety you're sunk. That's the real worry about grain crops. There are all sorts of wild grains that contribute new species, but if you get only one or two and let the rest go, and something goes wrong, then you've nothing else to work with. People are actually storing the other species now so they'll be available, and they won't be wiped out. You do this in society: you've got to keep a few oddballs around. But Skinner has a real fear that today's culture will be wiped out. He sees its members as unable or unwilling to develop the behaviours that will ensure his survival. Behaviour can be controlled, he maintains, by controlling the environment through behavioural technology. In recent years he has become more desperate, more shrill, as he sees the methods he knows to be right rejected...

"To propose to solve a problem by restoring confidence is to neglect the kinds of things that can actually be done. Only when we begin to look at how we can restore confidence do we begin to look for an explanation of the behaviour. Confidence was used to explain," he said in a recent address called "Where are the behavioural sciences when we need them?"

He prescribes how the environment should be achieved. Behaviourism is the way of looking at something, not the prescription. "You can use it any way you like, like atomic physics: you can make a bomb or not make a bomb, that's not the physicist's question." The point had been understood, he believed.

"The whole thing is very simple. It's getting away from the individual as an individual, creative self to environment control. Darwin got away from a creator to a selection of random changes, and we've got to do the same with human behaviour, so that instead of a creator inside, we make the operator reinforcement of random behaviour which shapes the environment. It's the same process."

"If you stop looking for explanations inside and look outside, almost immediately you'll find something useful. About confidence—if you say he could be confident—if you say he couldn't be confident, you haven't asked the real question. The real question is what was wrong with that person—his history, his genetics, or something else about his situation. If you say he didn't have the confidence therefore he didn't get the job done, it doesn't say anything. All it means is that he didn't get the job done, and if you use these internal things—thoughts, ideas, purposes, feelings—you come to a dead stop."

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Chinese check-up after the revolution

John Cleverley reports how the fall of 'the gang of four' has focused China's education rethink

The changes made in China's education during and since the Cultural Revolution are under strong attack. This is part of a national questioning where the opportunity to attribute failures in economic and social policy to "the gang of four" has brought many issues into the open.

Although China's education has been quietly modified over the past 18 months, outspoken objectors like the university man Liu Ping, who claimed that university standards have fallen disastrously, were degraded as "rightist deviationists" and "anti-party". Merit is now being discerned in some of these analyses.

Education was an area where the radical philosophy was dominant. In educational institutions loyalty to this line, and the reporting of disloyalty, were routes to power. Sanctions were applied, which helps explain why many of the young who might well have supported them did not. A recent graduate of Peking Language Institute told me: "Their programmes were attractive; but their actions weren't. The radicals' policy of dispersing the young over China after graduation had the effect of reducing their power base, and deradicalizing the educated youth."

Leading supporters of the four in educational institutions have been purged, teachers stood down, and political groupings disbanded. At the Peking Language Institute, personnel are reported to be "ill" or "gone away". The Joint Criticism Group of Peking University and Tsinghua, which led the attack on Liu Ping, has been proscribed, and at Peking University the philosophy department is reported to have been decimated.

A major reinterpretation of the Cultural Revolution is under way. The bloodshed of its closing years is alluded to quite openly. The young of the period have been "rebelled against the four" who "rebelled against the workers". At the same time, the worth of the old cadres is proclaimed. Here a revaluation of the pre-1966 generation is implicit.

The rethink results from dissatisfaction with school and university output

The new line in education was summed up for me at Sian. Chairman Mao's revolutionary education has not been well carried out. During the last 10 years of experimentation in education we were not allowed to come to any conclusion. When we spoke of red and expert last year we meant red only—we mean red and expert. The gang of four's policy was anarchical. What is sacred now is relative stability. We must take Lenin's admonition "to learn—education must be demanding."

Teachers do not see these shifts in policy as deviating from Mao's principles of the late 1960s; rather they regard themselves as making good practices previously subverted by the four. None the less, many teachers were never happy about the reforms of the Cultural Revolution. This leads to a crucial dilemma: will present policy revert to the clock back, or can they say, basic Marxist principles?

The re-thinking is very much a product of dissatisfaction with the output of the universities and schools over the last few years. One Chinese told me: "They don't know anything—they are too ignorant to be employed." Another said: "The young think themselves too important to study." Deficiencies are attributed to anti-intellectualism in the radical philosophy. It seems to be agreed that the anti-Confucius campaign, with its anti-intellectual bias, got out of control. In the atmosphere which developed, teachers were wary of stressing academic content in schoolwork. A graduate this year from a Canton language institute told me: "To study English too hard was not desirable. If you got bad marks for a set exercise it didn't matter. But if you studied very hard you would be given the cap of putting culture first." Teachers feared being labelled: a name for political unreliability is always hard to refute. Some teachers were clearly frightened of their pupils.

Two attacks on the radical philosophy were published in November, 1976. The first, coming from the Mass Criticism Group of the Ministry of Education, reported a talk by Chang Chun Chiao, one of the four. A year earlier Chang had spoken of two persons trained in different ways: one with both bourgeois consciousness and proletarian other with socialist consciousness but without culture. "Which kind of person do you prefer?" Chang asked rhetorically. "I prefer workers without culture to exploiters and intellectual aristocrats with culture." China's Ministry officials declared, was in effect calling for the abolition of intellectual education, and claiming that "study is useless".

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Eye exercises in primary school are a far cry from the work they will do in the country later on.

logical than economic, and the slight of young people marching to communes and factories with quilts on their backs will continue.

School and university factories are similarly secure despite the fact that some favour economic efficiency over ideological purpose through the introduction of non-labor intensive, near-automation, practices. These workshops are now well integrated into regional and export planning, and social life. Some fear that the factories will poach time from the academic curriculum, encroach on valuable courses, and overwork the most skilled pupils. Without planned facilities for work experience, however, it is unlikely that the Chinese city student would ever enter a factory gate.

Many parents and pupils still oppose the practice of sending middle (high) school graduates to the countryside. It also worries some educationists, for it is commonly held that the two-year break has lowered tertiary entrance standards.

Because political reliability has been a major factor for selection for tertiary studies, little incentive for private academic study has existed on communes even if facilities are available. Nor is there any certainty that knowledge gained there can be used in any future employment. Other developing countries, coercion is still required. Two girls who refused to leave home and applied for work at a nearby factory were simply offered no alternative.

The youths sent to the countryside usually return to local factories or other jobs within a few years. While this policy has enabled China to avoid the problems of the under-employment of educated youth which plague other developing countries, coercion is still required. Two girls who refused to leave home and applied for work at a nearby factory were simply offered no alternative.

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Most think that work programmes could be more effective. Students report standing around and being allocated mental jobs; their teachers are criticised for arriving inappropriately dressed; and factories complain of the burden of finding work for unskilled youngsters and of disruption to output. However, the end is more important than the means.

In turn this will put pressure on communes to improve their education. Peking University informed its students that the number of "closed book" examinations will increase.

The deradicalizing of the cities is being conducted with compunction. When the former head and deputy head of the Peking University committee to Peking University re-education, a surprisingly open denunciation took place. He said the style of the presentation was much to likely sympathies in an audience.

Although members of the committee and revolutionary committee were urged early, lagged behind the foreign language institutes in putting up posters against the four.

Internal disputes have occurred. The Peking municipality critics university groups for not providing the campaign against the four. They were claiming that they were "the masses" and "dismissing" the university posters and adding some of their own. They were also objecting, surprised anger, that foreigners had in the news of the detentions of Peking students.

The Mao Tse-Tung "propaganda teams" ordered the universities at the close of the cultural revolution have little part in the debate. They seem likely to lose their place on university managers. Winning over the tertiary institutions is of major importance. In Nanjing in December, the length of schooling continues to be an issue, especially in tertiary institutions. Are three interrupted years enough to reach basic competency in English when most of the entry starts from scratch? Can you tell me," an official asked scathingly, "how Chinese medical schools can teach in three to four years what used to require six to eight, when the present course includes Chinese traditional medicine as well?"

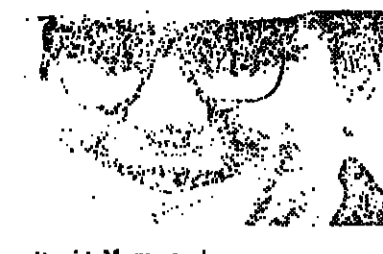
The time spent on politics in educational institutions is being cut. In Canton it was explained: "Recent graduates are more strongly motivated, but their academic level is not as good as previously."

Half the time in some tertiary institutions was spent on political work

Country branches of metropolitan schools and universities are less popular. I heard that there is to be no first year intake at Peking University's branch school. Universities now feel less need to spend time on short courses and on outside activities. Some projects, which used to strain staff resources and slow down mainstream university growth. The radical agricultural and peasant universities are under investigation. While they will survive, few similar experiments appear likely. Their role will probably be restricted to the provision of vocational training and general education.

The post Cultural Revolution reforms which drastically reduced the number of "closed book" examinations, replacing them by different forms of tests and open book methods, are now suspect. Some schools had dropped annual examinations altogether, and little attempt was made to meet the basic levels set by the provincial authorities for grade progression. The provincially-administered entrance tests for secondary schools had notoriously low failure rates.

Now the "open book" method is seen as "not so perfect". I was told that "bad elements had been relying on the work of others." The provincial authorities are letting private students know that they intend to pay more attention to scores on knowledge content tests, or to the special examinations designed to test the ability of children in analysing and solving actual problems—to tell whether a girl is clever or not.



David Marquand

Judith Judd interviews David Marquand, author of a new biography of the first Labour Prime Minister

David Marquand MP has been hovering somewhere between the dispatch box and the senior common room ever since he left university. Even 15 years' labour on his biography of Ramsay MacDonald, published this week, and almost certain to earn a place on every history undergraduate's book list, has failed to resolve the conflict between the politician and the academic. Just as the book goes on to the bookshelves he is off to Europe to take up a job as personal adviser to Mr Roy Jenkins and to improve relations between the European parliament and the European Economic Commission.

He does not fit obviously into either an academic or political slot. He deals in carefully chosen words, not slogans, and pauses for thought before answering a question he has not considered. But he is also robust and energetic, a doer as well as a thinker. "I have never really been able to reconcile which side of me is the more important. I have dithered more than once in the last few years. There was a time when I was really deeply involved with the book and politics was positively distracting. I have found writing it immensely satisfying, far more satisfying than anything I have done in politics."

He had a research fellowship at St Antony's College, Oxford, and was a lecturer at Sussex University for 18 months when he was beginning to write the book. That was before he became Labour MP for Ashfield in 1966. Two years ago, after much heart-searching, he applied for a fellowship at his old college, Magdalen in Oxford, and was put on the short list and withdrew.

"Deep down I believe that the most worthwhile life is the academic one. My difficulty is that whenever I come into contact with it, it turns out to be more hostile than I expected. I have a very high ideal of scholarship which is probably absurdly romantic. Whenever I meet academics I am reminded that in fact they are no different from anyone else. They have mortgages

Surprisingly, he has not been identified with unconventional political movements. He has often been called a fascist, but his record does not bear this out. All his life he has been a liberal, he once called Richard Nixon an evil man on television. This last election presented problems for him because he distrusted Carter's honesty and was reluctant to vote at all.

Psychology is another field in which he has taken root. The results are often controversial, and Skinner does not endorse all the experiments. "Some horrible things have been done in the name of behavioural modification in prisons, but some very fine things have also been done. Every man has to be concerned with the care of a baby, and we shall continue to be in it in all these fields until a scientific analysis clarifies the advantages of a more effective technology."

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Ramsay MacDonald knew my father

Marquand was chosen as its author. The main fascination lay in solving an intellectual puzzle. None of the conventional explanations seemed to fit. It seemed wrong to see MacDonald as a social climber, a betrayer, an incompetent unable to grasp the high realities or simply as a creep. He set out to dispel the myths and found that MacDonald emerged as a much kinder, nicer man than most successful politicians. Some of the criticisms made of him could be made of any successful politician.

Both politics and scholarship are in his background. His father was a university lecturer in Cardiff before he became a Labour MP for East Cardiff in 1945. He went on to become a minister in Attlee's government but resigned to become director of the International Institute of Labour Studies.

He was also through his father that David Marquand first encountered the enigmatic figure of Ramsay MacDonald. The story of his book began 50 years ago at a packed and excited Labour Party conference where Mr Hilary Marquand MP, then the Labour faithful ally with enthusiasm to their leader, MacDonald.

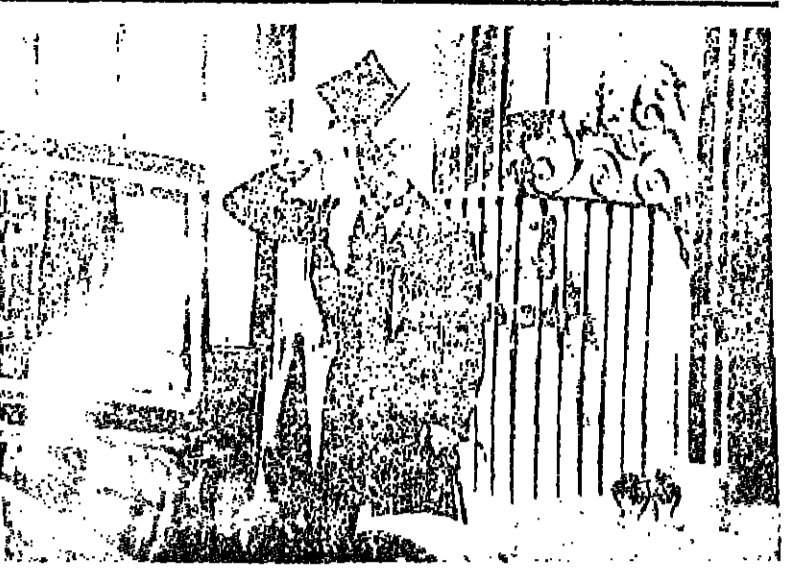
Like most of the party, Mr Marquand senior went into opposition in 1931 convinced that MacDonald had betrayed the party's principles. He was really involved with the book and politics was positively distracting. I have found writing it immensely satisfying, far more satisfying than anything I have done in politics."

He decided, however, that it would not be worth doing unless he could see the most hostile which had not yet been released by his family. He wrote to Mr Malcolm MacDonald, Ramsay's son, who replied that he believed it was time an "official biography" was written. Some months later Mr

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June 1935: Ramsay MacDonald leaves for Buckingham Palace to resign as Prime Minister.

They started their research in the same year and have talked over their conclusions on a number of occasions.

Equally important has been a book which is not a history book at all. He says Mr G. Hincinman's *Deprivation and Social Justice*, which argues that working-class militancy coincides with a period of high expectations rather than a slump, has changed his conception of Labour history. He has based his view on the error in the picture of a militant Labour movement constantly betrayed by its leaders. "MacDonald made no secret of his approach to politics and I don't believe it was out of step with the majority of the working class."

Does he think his own political views have helped him to sympathize with MacDonald? He does not share MacDonald's views but thinks he may share his attitudes. He sees him as a social Darwinian striving towards a final goal. "It is a view which I have never shared. Nor do I have his belief in the goodness of people nor in the possibility of ending power politics. But I do believe, like him, that the Labour Party must represent the whole nation and not just one class. I do not share the abhorrence of many socialists at the National Government coalition. Nearly all the socialist parties on the continent form coalitions. It is expected that they will. Nobody finds it odd. It is in 1937, the Labour Party was this country had not had an absolute majority it would have seemed to me positively desirable for us to make a deal with the Liberals."

One aspect of MacDonald's personality which especially appeals to Marquand is that he had many interests outside politics. "I like

wait a moment, human behaviour is an important subject." I think he, instead of saying "this is psycho-logy let's have a behavioural science of behaviour", he might have got further along. But when it came to the actual process that could be put into a book, he had nothing.

He used Pavlov as soon as he found out about him, but not very much. It is said to deal with one kind of fact as if it were a different kind—as it is done, for example, by physiological psychology. But behaviourist does not move from one dimensional system to another. It simply provides an alternative account of the same facts. It does not reduce feelings to bodily states; it simply argues that bodily states are and always have been what are felt.

It does not reduce thought processes to behaviour: it simply analyses the behaviour previously explained by the invention of thought processes. It does not reduce morality to certain features of the social environment: it simply insists that those features have always been responsible for moral behaviour.

Not only has the most ardent behaviourist feelings like everyone else: on balance he has, quite possibly, more enjoyable ones, because there are strands of the body—associated, for example, with failure, frustration, or loss—which are far from enjoyable or reinforcing, and they are less likely to be experienced by those who practice scientific self-knowledge and self-management. And it is hard to see how a helpful interest in, or affection for, another person could be endangered by improved understanding.

Next Week: Daniel Bell

Can there be new life after 16?

Educational needs and prospects at the 16-to-19 level have received increasing attention since about 1960, but only recently has it been realized how big or parochial much of that attention is. Professor Edmund King says an overall view of who is involved, and where, and what can be done about it is needed, and that we can no longer think of our own bits and pieces in isolation, either; they are part of growing concern everywhere for a new kind of education and training at that level, perhaps spread over years.

Whole new concept

The whole business of post-compulsory education and training is now in question. Older models of sixth-form provision (or that in *Gymnasien, lycées and the like*) are increasingly discredited for their content, orientation, and the skills they impart — not just in relation to their suitability or otherwise for "non-traditional" students making up the swell of enrolments but by the measure of suitability for higher studies now and rapidly evolving careers tomorrow.

That rejection is not limited to unsuccessful students or supposed "newcomers" who are not quite "up to it"; it has been voiced recently by university teachers and vice-chancellors by researchers, and ministers of education since about 1966. The crescendo of dissatisfaction has become more marked since about 1970.

Does this simply call for a refurbishing of what we might call the sixth form or lower-tertiary provision? The Schools Council Working Paper 45 (1972) had sensible suggestions for curricular reorientation in Britain for the over-16s; but it still made much of distinctions between "traditional" and "non-traditional" sixth-formers which it finally confessed were part of a "heavy old myth".

Such distinctions are increasingly rubbed out by changes overhauling all students over 16. Moreover, what about that one-third of the enrolled population who in Britain are not in "sixth forms" at all—or even in the "sixth form colleges" and tertiary colleges which have increased from two in 1968 to about 90 now?

Unsuitability of provision is not limited to the secondary sector, of course. Though young adults over 16 everywhere give a "good job" as their main objective in staying on they almost invariably fail to keep their options open. Few who have the choice really like the tight "package deals" of so many vocational courses and establishments.

On the Continent the vocational/technical side of education and training is much more narrowly linked to qualifications (often obsolete) than here.

The vocational/technical sector at this level is of greater importance in Europe than here and upheavals are therefore more momentous. In Italy, for example, over 40 per cent of the full-time post-compulsory enrolments are in this sector. The German Federal Republic not only has quite an array of special-linkage but also provides powerfully for vocational/technical education in full-time establishments roughly parallel to these though not leading to the university.

In addition, all young Germans leaving school before the age of 18 must continue in part-time vocational training until that age. Some hidden features are important for our discussion. Though Continental secondary school systems often end at 19 on paper, most of them actually have many students continuing after 20. That is especially true of establishments with a job orientation; but even those the thoroughly German student taking his *Abitur* in *Gymnasien* averages 20.6 years of age.

Many of our own further education colleges (if not most) enrol a fair number of students completing studies definitely do not wish to continue as before; they look for alternatives in curriculum or method or teaching/learning relationships, or they look for links with life and careers, or fresh combinations of subjects (particularly in England), or they have developed a new multi-



In a nutshell, they want "a fresh start."

So we are far from looking only at education from 16 to 19, or sixth-form colleges or a tertiary college parallel to them. We are thinking of a much broader spectrum of post-compulsory education as a whole, offering systematic provision at about the level of sixth form and lower tertiary courses, but for a much larger population with a wider range of needs and with links between all of these and the further prospect of self-development.

Alternative educators and "returners" of every kind are key figures in this concept. Competence to continue learning, and to adjust responsibility in a continuum of subsequent decisions, are inherent requirements in this first phase of adult education for all over 16.

In that sense "post-compulsory education" is beginning to be widely understood—a concept with as clear a meaning as, say, "further education" or "higher education" have hitherto had. The new concept is full of implications for post-compulsory school, for any "higher" education which may follow it, and for the preparation of teachers and material to serve it.

The widespread craving for new windows on education (and training and communication) beyond previous scholastic experience, sometimes beyond national or curricular possibility in earlier times.

Within the framework of existing provision, students show themselves alert to shifts in the hierarchy of subjects and their grouping. They are experience imperatively provided for.

Questions of a "fresh start" are raised at all young adult levels in all countries like ours, and more so in Britain than in the other European countries investigated because of curricular selectiveness.

A "fresh start" may be affected by broader curriculum combinations, since few students so far are both "arts" and "science," and fewer still combine these (at A-level, for instance) with technology or commerce, or a study of the contemporary political and social life of this and its neighbours. Yet they vote at 18, and can then marry freely and own property. If they were at work they could elect their own councils at 16. In expertise and common-sense many are adults in many respects. They need a fresh start; they need a beginning of adult education.

Then is the answer a kind of omnibus provision in an educational supermarket? There seems to be a universal need for functional differentiation of course content to suit students' varied state of readiness; or shifting perceptions and objectives; or a distinct "profile" of attainment and competence in one and the same person; or alternation of study and work; or provision for hitherto neglected facets of

* The reference is to *Post-Compulsory Education I: A new analysis of Western European* (1974) by E. J. King, C. H. Mottet, and J. Mundy; and *Post-Compulsory Education II: The way ahead* (1975) by the same authors.

A new situation: A fresh view

We must do something practical, educationally useful, and justifiable in the long term. Yet our resources are restricted and pressure is mounting. Although fewer than 15 per cent of British pupils stayed beyond the age of 17 in the mid-1960s—the number has now doubled by now if we count in all kinds of full-time education.

A few years ago our local education authorities estimated that half the population would stay on full-time to the age of 18 by the early 1980s—no high an estimate? Yet when we had only 26 per cent doing so in 1970, Denmark already had over 32 per cent enrolled at that age; The Netherlands had 42 per cent, France 45 per cent, Canada 77 per cent, Sweden 82 per cent, and Japan 90 per cent—all well beyond compulsory schooling. They have all moved on since then; 50 numbers really present a problem of accommodation.

But what sort of a problem? And what kind of accommodation? When we scrutinize the figures closely we find striking indications for policy in England and Wales about one-third of the 16 to 19 enrolments are not of boys and girls in school but of "men and women" in further education. That migration is significant in several ways: in its size, in its indication of student preference, in its implication for future teaching and training patterns and in its spread to develop interests and capacities in a wide range of subjects.

If we use a familiar measure, roughly a quarter of A-level GCSE passes in recent years were obtained by students in further education, and the proportionally higher education entrants from them is growing. In 1974, over 60 per cent of CMAA enrolments for graduate courses came from "further education" colleges. That still tells us little about enrolment alternatives, job-linked courses leading to O-level, and the expanding "subgraduate" range. By no means all the enrolments in our non-school further education courses which we assume taken before the age of 19 really represent post-compulsory schooling. Other countries show this feature markedly.

Yet to match institutions and courses to present indications would be a poor policy. There are indications to be drawn from a proper study of compulsory education generally. Therefore, after preliminary exploration of the field and initiation of working contact, Comparative Research Unit established with support from the Science Research Council, King's College London, to investigate over a three-year period educational and social implications of rapidly increasing full-time enrolments across the whole compulsory range between the ages 16 and 20 in England and other Western European countries.

Details of the research programme, its methods, and findings are discussed in the preliminary reports published in two volumes of corollary papers. They will be published in a book form, but who is to be read? The general principle of comparative investigation of social policy and practice for the average young adult in Britain, and necessary and useful implications.

The experimental dimension of the process is the most revealing aspect of this level of education, in its comparative nature. The process is the most revealing aspect of this level of education, in its comparative nature. The process is the most revealing aspect of this level of education, in its comparative nature.

General insight and policy indications were seldom sought on the ground—in some countries never, but even on teachers. Britain was better off, but the picture is still a patchy one.

Completing the picture

education—aesthetic, emotional and social perhaps. Something much more personal, and a market is obviously needed there as well.

Besides, we can discern three main groups of students at least: those moving straight on into post-compulsory education from traditional or less familiar forms of compulsory school; those migrating "sideways" on the same sort of level to fresh interests, or making a fresh start in unfamiliar circumstances or directions; older adults returning to a "college" after varying periods away from an educational environment.

The elements for any satisfactory policy clearly include:

- a high institutional level—providing for flexibility, re-orientation, more encouragement, entry re-entry;
- re-styled curricular arrangements in an adult idiom—cooperative "management" and development of work, and contact with alternative educators or learning possibilities;
- counselling and guidance—not just personal or locally, but in a national and international perspective.

There are, of course, establishments possessing some or several of these qualities—individually. To make real sense of everything we need to consider our partnership in widespread re-orientation of the whole zone between the end of compulsory school and the beginning of real training.

Tomorrow's specializations are not all known. Others will change internally in knowledge and

skill—and still more in the human relations they entail. Updating, job changes, inter-related interests, shifts in motivation, national upheavals—all call for serious re-examination at a level describable as 16 to diploma.

What kind of diploma? Our own 16-19 French two-year *Diplôme*, and another "first cycle" higher education award, different ways exemplify across the world need felt for interim post-graduate awards for now, sometimes very practical, keeping the options open for later decisions.

What sort of college, then? Several models could be considered. A new style of "community college" continuously by the fresh insights available now seems most likely to offer an evolutionary purpose. To make it fully effective we require new recognition: that the level of post-compulsory education for adults and many needs. It is a formal experiment, research, and reappraisal.

Sixth form and tertiary colleges, and other peripheral parts of further education, speak of experiments on the margins. Second thoughts "provision in heavily established countries like the USA—represent essential alternatives" is provided in parts of the compulsory education system.

The recognition of post-compulsory education "from 16 to diploma level" is a challenge to compulsory school provision, to higher education traditions, to relationships between learning and work, and (above all) to the preparation of teachers for the young adults over 16.

The author is professor of education at King's College, London.

Study-service: an idea whose time has come

Diana Fussell and Andrew Quarmby on the lessons of need-oriented approaches to higher education in Third World countries

"I am not satisfied with the curriculum at the university. We are not taught about what is going on in our country. We are only taught about principles, most of which are irrelevant to our country. They may be relevant to developed countries. We have to learn how to uplift our country. We will make our suggestions to the university authorities."

The Asian university student who said the above words was at the time serving in a remote village in his own country. Itching with a variety of practical rural development activities, as a participant in his country's national study-service scheme.

His attitude illustrates one of the most important, if as yet perhaps least recognized, results of such study-service schemes—the potential to greatly increase the pressure for change in other, conventional parts of the curriculum.

Two further important results of well-run national study-service schemes are being increasingly widely recognized. Firstly the ability to supply large quantities of deployable educated manpower to tackle urgent national development tasks (for example to health education, reforestation, literacy teaching, agricultural extension) and secondly the profound educational impact that the service experience can make on the students participating.

Study-service is the term used when a period of community service is made part of the curriculum in an educational institution. Beginning in 1964, for example, it was made a compulsory part of the curriculum for all students at the University of Edinburgh, and since then it has spread to a wide range of other universities.

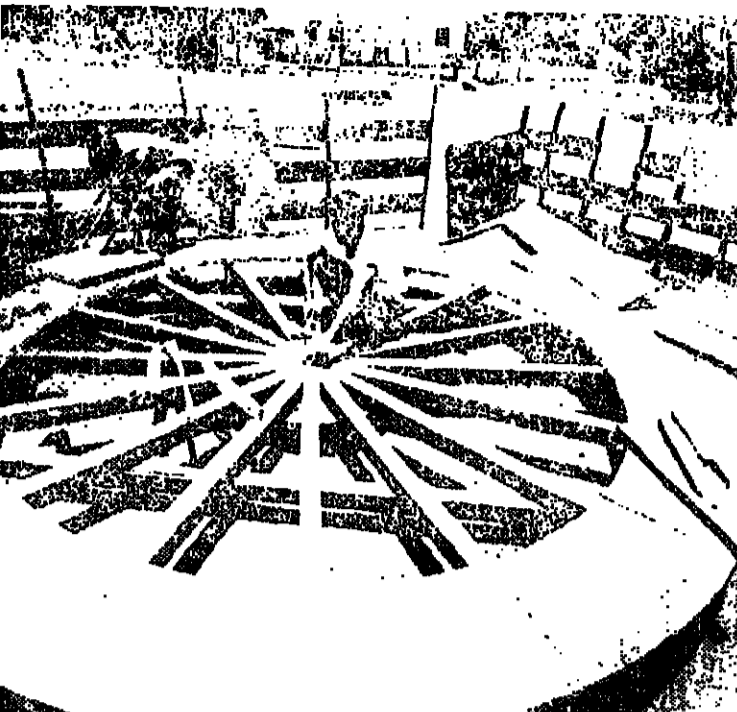
The "inside view" available to a well prepared investigator is that the people on the ground—their local or topical self-experiences, are valuable pointers for policy making if only the comparative nature of the process is kept in view. The related back again to local and small experimentation, offers multiple opportunities for evolutionary experimentation, so far the concept has been widely introduced (approximately 5,000 students now participate each year) usually into the year before the final year of academic study.

In 1974, service for the period of one academic year in village-level development work, immediately before the final year of academic study, became a required part of the curriculum of all students at the degree level in Nepal, and the National Development Service (NDS) was created.

If the EUS, KKN and the NDS are three good examples of the principles of study-service in practice, they are by no means the only examples. In the United States, the Teacher Corps scheme is based on study-service principles, and under the "University Year for ACTION" scheme, university students may now earn academic credit for a year's service with the Peace Corps or one of its domestic equivalents.

In Britain, while study-service has become relatively common for "Newson" children, it is still very rare for the academic streams, and perhaps even rarer still in higher education (although what does exist at this level has been somewhat stimulated by a book on the subject, *Educational and Social Action*, edited by Dr Sinclair Goodlad, Imperial College's study-service pioneer).

In Nigeria and Ghana, all university graduates must serve for a year immediately after completing their academic studies. And other approaches to study-service are already in their early stages in several other countries, including the Philippines, India, Morocco and Brazil, while more are being planned. Study-service is clearly an idea whose time has come.



A university student in Indonesia helps villagers to make a water-wheel power supply.

The revolutions in education that have occurred as part of total national revolutions in countries such as the People's Republic of China and Cuba can be seen as different, and far more comprehensive applications of some of the principles underlying study-service.

However it helps to keep these countries' programmes in perspective if it is remembered that it is comparatively easy to create a revolution in education as part of a total political revolution. To create so drastic a change in education by the introduction of a year's study-service retirement in a non-revolutionary society has its own great significance.

The experience so far of such pioneering study-service schemes as the EUS, KKN and the NDS indicates that there are five basic guidelines that, if followed, are likely to lead to a useful national study-service scheme in a developing country (not all of these points apply equally well to the planning of study-service schemes in industrialized countries because of the relatively stable social and economic environment).

The first principle is that the work to be done by the participants must be real work, that can be clearly seen by them as needing to be done—"make-work" assignments will be quickly seen through with very negative effects. In general, should be challenging; it should extend the student as fully as possible in meeting the challenge, but it should not be so challenging as to completely overwhelm the student.

The dangers of the latter can be guarded against by making sure that guidance and support are available to the student to be called on when needed, in other words they should not be so dominant in the situation as to remove from the student the need for initiative, self-reliance and resourcefulness.

Real realities have rarely been encouraged in most students' previous education, and it is the avocations of them by the challenge of responding to the needs they are confronted with that is one of the keys to the success of study-service. The second principle is that the period of service should be long enough for the student to have some chance of achieving something by his or her service, and for the experience to have some chance of impact on the student. A period of at least six months of service, of which the student should be the absolute minimum, and at least one year is undoubtedly far better.

Thirdly, conditions should be created to ensure the maximum possible integration of the participating students into the communities in which they work. This can be helped by assigning participants to remote villages, or to what is considered harder for them to visit towns, and in which the people are less urbanized and often more appreciative. Keeping living allowances low enough to ensure a simple life-style, and assigning students one to a village for at the most two years, also greatly helps integration.

A fourth principle is that assigning the students (no matter what their fields of study) to work as generalists, responsible for helping to tackle a very wide range of the development needs of their village, rather than as specialists in one or

another field, is one of the keys to success. Village development needs in so many fields are closely interlinked with each other, and cannot be successfully tackled in isolation. While recognition of this (by the form of assignments) is very important in giving the students some chance of success in their village work, it is even more important that it is firmly implanted in their minds by practical experience, so that they will remember it in their subsequent careers—which in some cases may be national development planners.

Also, many village development needs that are very urgent are comparatively simple, and do not need specialists to tackle them. Study-service participants who have been assigned as specialists have found themselves bored and unsuccessful.

Finally—and this is where the Nigerian, Ghanaian and similar schemes miss their opportunity—the service experience should be followed by at least one further year of academic study. This will allow what participants learn from the experience to be consolidated by discussion and further study at the higher education institution.

Even more important, it allows a feedback of the experience into the conventional parts of the course, and of the institution in general. This feedback helps study-service in its most important role, namely unlocking the rigid patterns that hold so much of existing higher education in their grip in a way that enables a wide range of different needed changes to begin to take place.

In Indonesia and Nepal, some students used to be able to proceed quickly through their education—foreign-derived or irrelevant to their country's needs—and then to rise quickly in their careers to positions of influence and power, often making decisions with wide implications, while hardly knowing or understanding the professional practice of the law. The second and third problems are related.

The first problem has not yet been solved. Certain activities associated with the law clinic—the organization of traditional moots and placements—present no great difficulties, but are limited by students in connection with real cases does.

At one extreme it ranks as extra-curricular; at the other it is somehow to be organized into a course which counts towards a degree result, and has therefore to be examined as assessed. No satisfactory solution to this has yet emerged.

The law clinic has recently produced a scheme for a new clinical course, but no such course has hitherto been run at Kent, and it is not easy to see how the proposed course will operate in practice. We must continue to experiment.

The second problem is very serious, and has been aggravated by cut-backs in university finance. The current cost of the Kent law clinic is difficult to establish with precision; it depends partly on disburseable questions of allocation, and some substantial charges are not separately recorded. Vaguely estimated it is between £12,000 and £20,000 per annum, and the clinic's own estimate puts it at around £17,000 per annum. It is an inevitable feature of clinical legal education that the costs are high, for there must be close professional supervision of the work done by students in handling real cases.

Skirting the pitfalls in 'practical' law education

The University of Kent recently decided to close its law clinic; at the same time the faculty of social sciences asked for a new scheme to be produced whereby the programme of clinical legal education, pioneered at Kent by Mr Adrian Taylor, could be continued. The new scheme has now been published, and in the next few months decisions will need to be taken as to its acceptability both inside and outside the university.

The decision to close the law clinic, an innovation in English legal education, can easily be portrayed as an act of academic infanticide; it has even been publicly suggested that the faculty board and Senate took the decision on the wholly disreputable ground that the law clinic upset the local establishment, the faculty, and that the provision of a new start was necessary in more complex and—hence—more defensible.

This situation has arisen because no answer has yet been found to the three problems of the law clinic, which has even been publicly suggested that the faculty board and Senate took the decision on the wholly disreputable ground that the law clinic upset the local establishment, the faculty, and that the provision of a new start was necessary in more complex and—hence—more defensible.

The waiver of these rules, which is possible, enables the centre to protect its solicitor from the risk of disciplinary proceedings, and enables him to transfer professional fees earned to the employing body—in our case the university.

It was anticipated, when the Kent law clinic opened, that the necessary waivers would be granted. They have not been, and it has become clear that the law clinic, as at present constituted and operated, will never obtain them.

The ludicrous position now exists that a large sum of money has been earned by the solicitor, who himself (since he is paid by salary and did not earn the fees on his own account) nor transfer to the university, since this would be an act of professional misconduct.

The failure to obtain the vital waivers is a complex story, but it stems partly from the unsatisfactory financial structure of the law clinic, partly from the nature of its practice, which is not acceptable to the Law Society, partly from Law Society suspicion of the implications of allowing a university to receive money from the legal aid fund, and partly from the failure of the clinic to establish a happy and cooperative relationship with the practising legal profession.

In particular the existing arrangements are not acceptable because the law clinic, being a university body, is not independent of the funding agency. Upon this independence the Law Society, in my view rightly insists.

Nothing better illustrates this than the protests over its closure, attributed by critics to maladministration by the funding and controlling agency, the university. Unless independence is entrenched by a suitable continuation of the funding agency is blamed for what is or is not done, and the centre itself is never seen to be free from sinister influence.

The solution proposed is to make a new start by setting up an independently managed community law centre, run by a company limited by guarantee, and arranged for the university to contract with it to provide the required educational and research facilities.

There is a reasonable prospect that this scheme will avoid the pitfalls which have led to the closing of the law clinic, but enable clinical legal education to continue and develop. It is of course in the educational and research potential that the faculty is interested and concerned.

The author is dean of the faculty of social sciences at Kent University.

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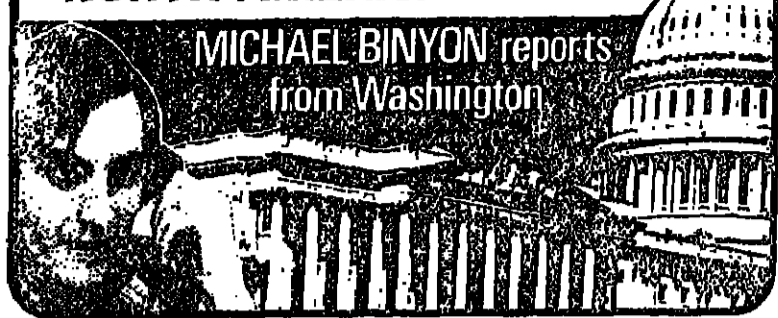
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NORTH AMERICAN NEWS



MICHAEL BINYON reports from Washington

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Stage set for key ruling on 'positive bias'

As the crucial case alleging reverse discrimination by the University of California slowly approaches the United States Supreme Court, advocates of greater minority enrolment in universities are getting more and more nervous.

Dr Richard Lyman, President of Stanford University, has said that Stanford may go to court to give supporting testimony for the University of California. Dr Lyman said it is the Supreme Court decision in favour of Allan Bakke, the white student alleging discrimination, it would put everyone "in deep trouble".

At the same time a number of organizations usually identified with civil rights have urged the Supreme Court not to consider the Bakke case. They include the National Urban League, the United Automobile Workers and the National Organization for Women.

Within that state, however, the effect would be serious. Last week the state's four public universities were notified that the state would not necessarily affect private universities—despite a brief to show what would happen to minority admissions. They chose

Three leading universities in New York City are to begin an experiment offering a joint three-year programme which would allow students at one university to take courses at another.

The experiment will begin this autumn at two private universities—Columbia and New York, and at the public City University of New York. Starting with the German departments, it may then be extended to other disciplines, especially those with fairly small enrolments and high overhead costs.

The move has the strong backing of New York State Department of Education. It has been worried by the rising costs of graduate education at a time of economic stagnation in New York. It also believes, along with many others, that there is too much overlap in graduate education.

The Department appointed an academic review team that examined the three German departments, and found that collectively they would provide a very strong doctoral degree. The review is part of the general review by the Board of Regents of all graduate departments in New York.

Another body urging the joint venture is the temporary Commission on City Finance set up to deal with New York's financial crisis. It urged the Board of Higher Education controlling the trend in City University to cooperate with trustees of independent colleges and universities in New York in its re-organizing plan.

The Berkeley campus as an example, as Berkeley has just made a special study of the question. The Berkeley law school takes in some 290 new students a year. Of these, about 60 are now minority students accepted under a special admissions programme. Every one of the 60 would have been admitted without any special consideration 15 years ago. But now only one or two would get in without the special programme.

The reason for this is the great increase in competition to get into all professional schools. In 1960, for example, the Berkeley law school had 708 applicants. Anyone with a "B" average in college could get in. Now there are about 3,500 applicants a year, and the average scores of those admitted have gone up sharply. The minority students are all well qualified, but their grades are not up to the very competitive levels of regular admissions.

Berkeley is typical of other law schools; and so a survey has just been made for a special committee of the Association of American Law Schools to see what would happen if the Bakke decision were upheld throughout the country.

Last year the 160 approved law schools in America had 8,703 minority students. The deans were asked how many such students they would have if they were not allowed to use race as a special criterion in admissions. About half the deans responded, and they said the figure would be only one or two per school—the same sharp drop forecast in California.

Dr Ernest Colborn, chairman of the association committee and Dean of the Arizona State University law school, said lawyers performed a significant leadership role in society, and it was important therefore that the profession was racially diverse.

It would be surprising if minority students did as well as others on standardized tests in view of years of discrimination and lack of educational opportunity, he said. It would take some time before grade averages were comparable. The question is, what do you do in the interim?

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First growth halt in 25 years

For the first time since 1951 the number of students in American post-secondary education appears to have fallen. Based on reports from almost every college and university, the number of students in the National Centre for Education Statistics show that total enrolment last autumn was 0.7 per cent less than in 1975.

The total number of students in America's 3,074 colleges and universities (excluding five that have not yet reported figures) this year is 11,215,111 compared to the final total last year of 11,290,719. The end to 25 years' unbroken expansion comes immediately after a year when enrolment unexpectedly jumped 9.4 per cent, the biggest single rise for a decade.

Within the overall total this year, however, there have been some significant changes. The number of women students went up 3.1 per cent, while the number of men went down 4.0 per cent. Private colleges and universities showed a small gain in numbers of 0.8 per cent, while public institutions lost 1.1 per cent.

Universities suffered the greatest loss of students with a decline of 1.7 per cent in their numbers. Other four-year institutions showed a drop

Washington welcomes writing scheme

One of the most ambitious projects by a university to improve the standard of writing in nearby schools has been so successful that it has been given almost half a million dollars by the government to broaden its scope.

The Bay Area Writing Project, started four years ago by the University of California in Berkeley, is to set up eight new writing centres in California's main cities, and at least six others in other states.

Dr Edward Bloustein, President of Rutgers, has called the report to be published soon which suggests moving away from direct state support of institutions towards financing post-secondary education through students' fees.

The draft report was fiercely criticized in recent public hearings. Rutgers, is now leading a campaign to stop the recommendations being adopted. The report could become a major issue in next year's campaign for the state's governorship.

A commission under Mr Edward Bloustein, Rutgers University, set up to look at university tuition fees and the way New Jersey's higher education system was financed, the issue was particularly acute as New Jersey revenues depend heavily on property tax. Poor families therefore contribute a large amount to the universities but are attended generally by middle-class students who do not pay the full economic cost of their education.

Mr Bloustein said the state should reduce its direct support of public universities from 70 per cent to 60 per cent. The extra money should be used for an expanded and unified state tuition fund, which would pay grants to all students according to their family income. Universities would have to make up their lost fees, but students would have more money to spend.

It fully funded the plan would require \$69.9m more in state support for higher education—an increase of 23 per cent on the present budget.

Briton gets top Cornell post

A British-born geologist is to be the next president of Cornell University. He is Dr Frank Rhodes, 50, who took his PhD at Birmingham University and taught in the universities of Durham and Wales, at Swensen before coming to the United States. He was a Fulbright Scholar at the University of Illinois in 1950.

Dr Rhodes, now Vice President of the University of Michigan, will go to Cornell in August to succeed Dr Dale Corson, who is retiring. He is expected to use the prestigious Cornell post to lobby for more government support for independent colleges. But at a press conference he said it was dangerous to regard the independent and state universities as adversaries. Private universities should be more concerned with state universities and state universities should be more concerned with private universities.

Love of learning The benefits of free tuition relatives of university teachers not lost on one enterprising year student at Hobart College, Geneva, New York. Paul Ferris is looking for a wife among single women lecturers. He says that as her spouse he would have to pay tuition, a \$3,000 fee. In exchange his wife would get a \$750 tax deduction by claiming him a dependant. His advertisement in the college newspaper reads: "Needy tax-deductible college student seeking marriage candidate for tuition purposes."

Sim Austrian studies Austria has given the University of Minnesota \$1m to set up a Centre for Austrian Studies and related work. A second chair is also to be established at Stanford University. The money is Austria's bicentennial gift to the United States.

Campuses criticize 'students must pay more' proposals

New Jersey's public colleges and universities are in opposition over a report to be published soon which suggests moving away from direct state support of institutions towards financing post-secondary education through students' fees.

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Budget cuts will mean tighter pay

AMSTERDAM Despite fierce protests within university hierarchies, parliament has adopted the student revolt simmering in the universities. The process was painful for all parties, but particularly so for the Communists and the trade unions.

The main food for thought was provided by the riots when Signor Luciano Lama, Communist trade union leader, went into Rome University to address the students. As a result of the riots the university was closed until further notice.

Signor Lama was paying the price for the Communist and unions' earlier treatment of the student revolt. The party organ L'Unita had repeatedly aroused student anger by playing down the events and condemning the protesters as hooligans and thugs. The decision to have Signor Lama address the students was made in the spirit of "restoring order" in a situation where the Communists and unions felt they should rightfully be in command.

It therefore came as a shock when he treated with slogans such as "Chile has tanks, Italy has the trade unions". It is clear that many students now consider the Communists as part of the ruling establishment.

The Communists, however, cannot entirely be blamed for failing to understand developments which had taken everyone by surprise. Despite the outward similarity—universities occupied, demonstrations and incidents—the current revolt is quite different from 1968.

The demands that were for a democratic university system and social justice worthy of a modern, affluent society. Now there is the economic crisis, a large proportion of students face unemployment, promises of university reform have not been kept, overwork is worse than ever, and a degree is virtually worthless.

Head start' for bright scientists

School pupils who are good at science and mathematics will be able to get a head start at the 19 universities in the California State University system by taking special pre-university examinations.

Those passing the "examination" will receive three semester units in algebra, trigonometry, calculus, statistics, general biology and general chemistry.

Meanwhile, at the University of Minnesota about 100 middle school pupils are spending Saturday mornings this month and next in special classes to strengthen their mathematical skills. The project, called a "Math Bridge", is aimed especially at minority pupils in inner-city junior high schools who have traditionally been poor at mathematics. It therefore not only goes into health, engineering and accounting careers.

Jobs shortage fails to halt flow of students Its main aim is to investigate tertiary education and its relevance to the needs of the labour market to the end of this century.

There will be 24,000 Bachelors degree graduates in 1977 compared with about 23,000 in 1976. At least 3,000 higher degree students will complete their studies in 1977 as against 2,600 last year.

Entry chaos: new legal moves

The Federal Republic's Constitutional Court has once more intervened decisively in the country's most pressing higher education issue, how to regulate university access (THE February 25).

The court last month strongly reaffirmed its fundamental 1972 ruling that every qualified grammar school leaver has the right of access to higher education. And it again stressed the obligation of Länder governments and universities to make the fullest use of existing student capacity.

It argued that they had still not fulfilled their constitutional obligation in this respect and suggested that special emergency measures such as the acceptance of an "excess of students" for a limited period should be applied.

Realistically, the Constitutional Court did not rule any selection procedure by definition to be unconstitutional. But it rejected—at least for hard-core numerus clausus subjects like medicine, veterinary medicine, dentistry, pharmacy and psychology—the old system which is about to be phased out and is based on the combination of average Abitur marks and "waiting time".

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The demands that were for a democratic university system and social justice worthy of a modern, affluent society. Now there is the economic crisis, a large proportion of students face unemployment, promises of university reform have not been kept, overwork is worse than ever, and a degree is virtually worthless.

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The court further ruled that Länder quotas (consisting of one-third of a Land share in the total number of applicants for a subject and of two-thirds based on its share of the total population aged 19 to under 21) as an additional selection criterion in the general selection procedure did not violate the specific basic rights provisions in the Basic Law.

Included in its view such quotas are preferable to joint efforts by the Ministers of Education to standardize the Abitur examinations throughout the Federal Republic.

Holland

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Italy

'Anti-political' revolt hits left hardest

ROME Italy's politicians were this week slowly digesting the implications of the student revolt simmering in the universities. The process was painful for all parties, but particularly so for the Communists and the trade unions.

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Mike Duckenfield, recently in Copenhagen, reports on the salary outlook for Denmark's academics.

Real earnings 'may fall up to 10% in two years'

A gloomy pay prospect for university teachers, with real salaries decreasing as much as 10 per cent by 1979, is predicted by the national employees' Central Organisation (AC), following recent government policies to aid the lower paid.

Despite a reform in 1969 by the then ruling coalition of Radicals, Liberals and Conservatives, establishing the principle of parity for similar jobs within the public and private sectors, academics' salaries have been losing ground for several years.

According to calculations by AC officials, who accuse successive governments both on the right and left of simply ignoring the reform, incomes of publicly employed senior salaried workers, including university staff, increased in real terms 0.1 per cent between 1969 and 1975.

Other groups, however, managed to keep up more ahead of rising prices. Unskilled workers in the public sector gained an average 19 per cent rise, while male workers in private industry gained a 29 per cent increase. More importantly, incomes for privately-employed salaried staff rose 26 per cent.

Now, in the period 1975-1979, the AC predicts that professors, of whom there are 630 earning an average 203,000 Dkr (€19,900) a year, will suffer a 10 per cent drop in real incomes. Their salaries would rise about 14 per cent to €22,700, with the 25.9 per cent increase in prices forecast by the government.

Real salaries of lecturers are expected to drop by 6.7 per cent and those of assistant lecturers by about 3 per cent. Wages of privately-employed workers are expected to rise by about 7 per cent.

At present, about 3,500 university lecturers (lektorer) earn an average 155,000 Dkr (€15,200) a year including a substantial amount of overtime pay usually for evening class tuition. The current 11-grade scale for lecturers actually starts at €9,225 and rises to €13,300. AC estimates their average total earnings by 1979 will be €17,650, a 16 per cent higher.

Over 2,000 teaching staff (lektorer) also work in academic upper secondary schools. Taken together their average total earnings by 1979 will be €17,650, a 16 per cent higher.

One of the main reasons for a long-term effect of the decision by the Social Democrats soon after they came to power in 1975 to revise

teaching load have not been offset by increases in salary. A time-honoured way of getting around the low salaries was for universities to allow lecturers to teach "extra hours" over and above the statutory number. This year, however, "extra hours" have been spectacularly cut back.

Coupled with the rise in the number of class contact hours, this is likely to have a dramatic effect. Not only does it mean a decrease in the amount of "overtime", it can also mean that lecturers and assistants might have to double their teaching load to reach the same salary levels as last year.

Conditions of service are not the only area to come under review. For the first time job specifications have been nationally defined, both for lecturers and assistants. Henceforth, lecturers are expected to take language classes. There is some possibility—though limited—of taking tutorials on social studies and literature as well. This, however, will be limited to no more than two hours a week.

The overall result of these measures will be to reduce the standing of lecturers to that of a language assistant pure and simple. With only a meagre bonus as a university teacher, the foreign lecturer now increasingly appears on a par with the language assistant found in secondary schools.

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the system of the-hold payments which had been operating since 1969. Previously threshold had varied in size depending on earnings; employees gained a per cent increase in their gross incomes according to upward movements in the retail prices index, so preserving existing wage differentials.

Following pressure from the British TUC, to help the lower paid, the Social Democrats made threshold payments the same regardless of income.

Last August, the government, despite opposition from the two largest opposition parties—the Liberals and the extreme Right Progress Party—and three Left groups, passed laws setting a wages ceiling of 5 per cent for a two-year period starting this April.

Although wage agreements within this limit are still being negotiated—until they are settled there is a complete wages and prices freeze—the 6 per cent in reality is to comprise a general 2 per cent increase and two new-style threshold payments.

A further aid to the lower paid and those in the private sector is that they, unlike academics, will be able to negotiate productivity increases during the period of an agreement.

The decline in the value of academic salaries coincides with the general cutback in higher education spending and university and college teaching in a poor position to protest against changes.

One of AC's constituent unions, Dansk Magisterforening, which represents graduates in traditional academic subjects such as the arts, humanities and natural sciences, estimates that unemployment among its members is about 6 per cent—but this could rise dramatically in the next three years

A science for the people

Ideology of the Natural Sciences Vol 1, The Political Economy of Science...

There can be few of us who have not experienced a certain unease concerning the marvels of modern science...

While one might expect reactions to vary according to an individual's perception of what a situation is...

considered most relevant for the ideology. Until comparatively recently both the reformers and the revolutionaries have been content to share...

Now, however, the Radical Science Movement has reached a stage where several of its members feel the necessity to produce a clear, all-encompassing theory...

The stated aim of the books is to clarify the way in which the contradictions present within science could be seen as part of a general revolutionary perspective.

Given the belief that the world can clearly be divided into goodies



Girls clearing a road damaged during the Vietnam war. The royalties from the Rose's books are being given to "the development of scientific and technological education and reconstruction in Vietnam".

and baddies according to the criteria of Marx's theory of class it is not altogether surprising that a central concern for the movement is whether or not the scientific worker is actually a worker...

This discussion might seem to come to a dead end as it is based by objectifying and making a fetish of the theory itself, confounding the analytic with the synthetic...

They insist instead that real objects must be looked at in space and time and not lost in idealized abstractions. What dialectical analysis does is to provide an overview and a set of warning signs against particular forms of dogmatism.

Reductionism is a perfectly acceptable and invariably useful, methodological tool. It is merely a procedure for explaining the properties of simplified model systems, of holding all parameters except one constant, and varying that systematically.

Problems arise when a tool is elevated into a philosophical principle. What happens is that all but one of the multitude of variables which are in constant interaction are

for the future is to try to find a way of just what like people would look like.

It is, however, a fact which most of us would be prepared to risk our lives for. Most of the people who are in the direction of the future are indicated in the heroic peoples of the world who demonstrated to us how to struggle successfully against the forces of the science and technology fit and oppression.

Off with the old and new. But we can still do the new will really be different—or, if different, History has revealed the contradictions in our social system and the need for us to be cautious. We are offered the chance to go through the eyes of the future.

Needham is one of the best—a Christian but a moving of the two worlds, a Marxist but a degree of compassion absent in such analyses.

God made them, high or lowly. And order'd their estate becomes. Science has shown it's inevitable because it's all in the genes.

If science were to be defined as a body of knowledge about the nature of the natural world then, on the whole, the radical science movement would be prepared to welcome it so long as it was used for the people.

This is clearly illustrated in Jean-Marie Levy-Leblond's comprehensive critique, "Ideology of Contemporary Physics". Such a critique, he says, cannot be limited to epistemological problems.

But can there be a viable alternative? The roses seem to have a chistic, selfish return to nature of the (largely middle class) counter-culture and, as the capitalist mode of production is seen as the prime cause for (and indeed Western society) piecemeal reforms within the system must be rejected.

Truth in morals

Legal Obligation by J. C. Smith. Clarendon Press, £8.00. ISBN 0 485 1154 3

Moral Reasoning and Truth: An Essay in Philosophy and Jurisprudence by Thomas D. Perry. Clarendon Press: Oxford University Press, £6.50. ISBN 0 19 824532 7

There are interesting similarities and instructive differences between these two books. Both bridge ethics and jurisprudence, and are concerned to characterize the rationality of practical judgments.

There is also a difference of emphasis. Dr Perry concentrates on ethics and uses jurisprudence simply as an illustrative analogy, while the focus of interest is reversed in Professor Smith's work.

The title of Smith's book misleadingly suggests a more restricted scope. He explains in his preface that he regards law as having two important aspects, power and rationality.

With the possible exception of an essay which would have suited stylistically much better than the broadsheets of polemic at political meetings, the criticisms are well written, generally informed and occasionally penetrating.

These books need no dedication to revolutionaries, but doubtless use them as a starting point for arguing and reflecting. It would be a shame if their readership tried to do the far left.

It is probable that the political fervour will reinforce the reader's political convictions already held, but when it comes to the barricades, the church, to a bonfire of the left of the left, it is unlikely that anyone reading these volumes will not gain an enriched understanding of practice and theory.

Harvester Press, Hassocks, Sussex

of legal rules and of a legal system. He ends up, too briefly and (for once) rather lamely, with some remarks on freedom or human rights and their relation to obligation.

The most interesting chapter, written jointly by Professor Smith and his colleague Professor S. C. Coval, is on the structure of legal decisions. They reject the view of Ronald M. Dworkin that a legal system consists not only of firm rules but also of lower principles whose application is a matter of judicial discretion.

Smith and Coval work out an ingenious and persuasive account in which the principles are second-order rules, used to resolve conflicts between first-order rules, but in a precise, objective manner and not according to the subjective discretion of individual judges.

So far as legal judgments are concerned, one of the leading cases relevant to the issue is Riggs v. Palmer, in which the court decided that a murderer should be barred from inheriting under the will of his victim, the ground of the decision being the principle that a man should not benefit from his own wrongdoing.

In giving criteria for assessing moral reasoning and the truth of moral judgments, Perry produces a sophisticated theory which is fundamentally sociological in its thinking that the ultimate objectives of moral reasoning are to reach agreement and to foster mutual respect, and that truth in morals is in the end conformable with social consensus.

Dr D. Raphael

Meaningful dispute

Linguistic Behaviour by Jonathan Bennett. Cambridge University Press, £6.95. ISBN 0 521 21168 9

The question of what it is for something to have meaning, in the sense in which sentences, words and signals have and footprints in the sand have not, is one which it has become commonplace to regard as a preoccupation of twentieth-century philosophy.

In essence, if somewhat superficially, this conflict over meaning can be seen to resolve into a dispute between those who contend that it is impossible to give an adequate account of the concept without reference to a complex set of audience directed intentions possessed by a speaker, and those whose account of meaning is framed in terms of the system of syntactic and semantic rules that determine the structure of language.

Professor Jonathan Bennett enters the lists as an opponent of the earlier view, arguing that language is fundamentally a matter of systematic communicative behaviour. To make his case Bennett argues a two-stage thesis.

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David Hume: The Natural History of Religion by John V. Price. Clarendon Press: Oxford University Press, £10.00. ISBN 0 19 824379 0

Hume's epistemological views continue to be extensively studied and his writings on the philosophy of religion to be re-evaluated.

His Dialogues on Natural Religion and his Natural History of Religion between them constitute the most devastating critique that monotheism has had to face.

Nicholas Everitt

ence shall recognize that this is indeed his intended basis.

Bennett develops a series of sophisticated arguments to show that intention and belief and thus speaker's meaning and audience's recognition of meaning can all be established on a behavioural basis.

The argument does not depend upon why the agent produced them. At this stage the author is concerned to show how the analysis of linguistic meaning in terms of speakers' meaning is to be established.

Linguistic Behaviour treats extensively of the behavioural facts which show what sentences mean and of the facts about the meanings of sentences which show what words mean.

G. J. Shute

Critic of monotheism

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G. B. Evans, Editor SHAKESPEARE Aspects of Influence

The essays collected in this volume are devoted to various manifestations of Shakespeare's influence on individual writers and on the popular consciousness, from the early 17th century to the present. Published December, 1976. £5.40 (pb), £9.00 (paper).

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BOOKS

Pope's hypocrisy

The Reputation and Writings of Alexander Pope by James Reeves Heinemann Educational, £5.50 ISBN 0 435 18774 0

Mr Reeves has written a brilliant and indignant book. Unable to tolerate Pope's hypocrisy any longer—the hypocrisy that would allow Pope to abuse Broome in the *Dunciad* a mere few years after Broome had translated large chunks of the *Odyssey* for him, for example—Reeves has been driven to attack from the basic and valid of the Pope myth. Himself a poet as much as a critic, he is that rare thing among critics, a humane person who finds moral nastiness intolerable. Hence his main, and just, objection to Pope.

Of the *Dunciad* he writes: "The 'Dunces' were real men, huck-writers, mostly, without Pope's unquestionable talent. They were pilloried, and many suffered. They were pilloried for the greater glory of Alexander Pope. When I call the *Dunciad* an evil poem, therefore, I mean that it is morally ugly and therefore aesthetically unacceptable." This kind of objection holds good for many of Pope's other poems, and to his manipulation of his reputation so as to be in the public eye as much as possible, an activity which, as Reeves says, involved him in "chicanery, dishonesty, and frequent downright cruelty".

These points are not new, but they do need to be restated at a time when academic criticism of Pope has gone so far towards taking him at the value of his own prose that it justifies and mythologises at will, ignoring the painful psychological, personal, and social underpinnings to the poems. Thus, it is used in university English departments as the solemn defender of "Augustan" values, the Christian humanist who embodies Good reflecting all manifestations of Evil. It is, however, too easy to see him in this way. I do it myself. In recreating the supposed historical and cultural environment which produced Pope's poems for the benefit of students who find it so often, it is appallingly easy to ignore the actual morality of the poems. It is even easier to forget to wonder whether they are, in fact, poems at all.

But Reeves refuses to take Pope on trust, and so he can point time and again to technical shortcomings and logical flaws, especially, and surprisingly, unintentional, falsehoods. And it is to his credit that he has written an extremely funny book. Where so much literary criticism is pompous and self-important, Reeves, while by no means self-effacing, is never self-important, and he is at his funniest when analysing the pomposities of others.

Looked at from the severely academic standpoint, the book has shortcomings. The survey of Pope's critical reputation which occupies the first half finishes at 1964. Some will grumble that this is not really good enough for a book published in 1976. And yet by 1964 the main trends of modern Pope criticism had been firmly established; and in any case, it was not Reeves's stated intention to give a complete and up-to-date bibliography of Pope studies.

It could be objected in addition that not enough attention is paid to the metaphorical implications of allusion as explored by Pope. But that is precisely the situation that we academics traditionally pay it. Reeves's questioning probes deeper quite simply because he is working from a definition of poetry that includes originality and the mentions this in connexion with the *Essay on Criticism*—a recognition of "pain, mystery and love". There are rarely these in Pope. My students and more original friends have been right, and I have been wrong. The mumble-jumble about the function of the allusions, Pope's cosmic pessimism (in *The Rape of the Lock*, the *Dunciad*, the *Epistle to Arbuthnot*, and so on, which I recount in tutorial groups, is a mere impersonal scaffold. Reeves has given me the courage of theirs. I do not think of Pope when I am ill, grieving, or loving. I do think of Spenser, Milton and Shelley.

There will be many pedantic, abjecting, reviews of Reeves's book. But I doubt if they will be able to controvert him and, if they are at the moment, possibly over-valued by most academics. It is time we saw his limited talent for what it was.

Douglas Brooks-Davies

Chaucer's contemporary

Pearl, *Cleanness*, *Patience*, *Sir Gawain and the Green Knight* edited by A. C. Gollancz and J. J. Anderson Dent, £4.50 and £1.50 ISBN 0 460 1346 6 and 1346 1...

To those who remember the extraordinary cheapness of the old Everyman's Library, this volume might seem expensive, but in fact it is excellent value, especially in the paperback edition—the complete works (probably) of Chaucer's greatest contemporary poet, at 40 lines a penny!

The volume consists of Gollancz's previously published editions of *Sir Gawain and the Green Knight* and *Pearl*, together with Anderson's new edition of *Cleanness* and a revised version of his earlier scholarly edition of *Patience*. All four poems are printed in the original spelling, except for the elimination of yogh and thorn and the regularization of *u/y* and *i/j*, and they are accompanied by marginal glosses, with footnote translations of the many passages of special difficulty. Thus for the first time the four poems reliably available in a single volume, in a form which is authentic yet sets no unnecessary barriers in the reader's way.

Since only the edition of *Cleanness* is completely new, some brief comments on it may be helpful. Not surprisingly, the text is a great deal more conservative than that of Gollancz (which has recently been republished with a complete pro-

translation by Derek Brewer). Anderson exhibits the medieval virtue of patience when confronted with the poet's knotty, compressed and intricate style as this is represented by the scribe of the single manuscript; and again he is able to make good and again he is able to make good. Gollancz had resorted to overconfident emendation. This *Cleanness* is in fact a better poem than Gollancz's, more varied in syntax and rhythm and in the relations in expression. My only regret is that here, as in *Patience*, Anderson has printed the poem in quatrains. The marginal marks in the manuscript of the scribe's original numbering of the lines: if they are taken as quatrain divisions they often cut irritatingly against the sense. Further, emphatic pauses are required at the end of lines 234 and 546, in mid-quatrain, while lines 92 and 593, separated by a quatrain-division, run continuously in a line. However, Anderson at least makes such discrepancies clear by his punctuation whereas Gollancz frequently distorted the sense in order to support the quatrain arrangement.

At a first reading, then, this edition of *Cleanness*, and one which deserves to make a major poetic achievement, may widely know. The *Gawain* poem, widely known as Chaucer's colloquial gem and lucidity, but his work has a Shakespearean richness and complexity of sound and sense. The whole book should appeal not just to students of Middle English, but to all readers of English poetry.

A. C. Spearing

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BOOKS

Jacobin conviction

Mary Wollstonecraft: *Mary, A Fiction, and The Wrongs of Woman* edited by Gary Kelly Oxford University Press, £5.75 ISBN 0 19 25 53 674

The English Jacobin Novel, 1780-1805 edited by Gary Kelly Oxford University Press, £10.00 ISBN 0 19 81 2062 1



Mary Wollstonecraft

Most people study the novel by reading only good novels—or novels by good authors, which is not always the same thing. The method has advantages. There is less to read. The less information, the easier to advance pseudo-historical theories about traditions, Great and otherwise. Gary Kelly is a critic who believes, however, that literary evolution should be studied as it happened—along with subtle changes in ideas and in the people who held them. What is more, he really knows the novel, many novels, in the interesting period of transition between the eighteenth and nineteenth centuries.

The gains of reading more are not all historical. The best of a minor writer may be as funny or as elegant or as moving as much of a major writer. But sometimes, to be honest, the motives for engaging with a particular figure are historical or they are nothing. Mary Wollstonecraft, so significant in the origins of the women's movement, is a case in point. Mr Kelly's edition of her two novels is a useful contribution to a field as yet not well served by scholarship. His notes are much more informative than is usual in this uneven series. But unfortunately Mary Wollstonecraft is for all her sincerity, and despite the strength of her case, is not a gifted writer. As a novelist, she hardly makes the second division. Kelly claims what he truthfully can in his introduction to the two novels, as retreating from it: Kelly attributes much of the emotional complexity in *Caleb Williams* to Godwin's remorse for his fellow-radicals' precipitancy. Of Godwin's fiction he apparently prefers the "Wordsworthian *Electra*", written in 1805 when the Jacobin cause in England was irretrievably lost. He finds Godwin ultimately less important for writing Jacobin novels than for helping to create the Romantic novel.

But in his general study, *The English Jacobin Novel*, he leaves her out.

Rather than write about all the lesser English novelists who ever advocated the principles of the French Revolution, he has opted to concentrate on the four best—Bage, Inchbald, Holcroft and Godwin. The benefits of his method include room to set out much of the information about worthwhile novels such as Elizabeth Inchbald's *Simple Story* and Godwin's *Caleb Williams*. But there are drawbacks, too. Writing first-rate criticism about second-rate books is harder than it may look. Even if one has read Holcroft's *Anna St Ives*, 30 pages of analysis seem all their length and those who have not read it may find them a severe trial. Besides, has the selective approach helped to bring out the essence of the matter—what the Jacobin novel as such is about? Kelly emphasises the changes in Godwin's thinking, his abandonment of some of the more extreme positions he advanced in 1793 in *Political Justice*. On this reading, even the first novel, *Caleb Williams*, is not so much advancing revolution

as retreating from it: Kelly attributes much of the emotional complexity in *Caleb Williams* to Godwin's remorse for his fellow-radicals' precipitancy. Of Godwin's fiction he apparently prefers the "Wordsworthian *Electra*", written in 1805 when the Jacobin cause in England was irretrievably lost. He finds Godwin ultimately less important for writing Jacobin novels than for helping to create the Romantic novel.

To be convinced, one needs to know more about both categories. Which are the English Romantic novels for which Godwin paved the way? *Frankenstein*? And on this showing, how far is the Jacobin novel an entity at all? Kelly is careful not to make the group more uniform than they were, but if he finds a definitive characteristic, it appears to be the belief that environment forms character. The problem is that as a theme it hardly seems good enough.

If the Jacobin matter in the history of the novel, it is surely not for their mechanistic psychology, which is the political convictions which are central to their thinking. They are for personal liberty and against its constraints—economic, legal, social; the tyranny of man over woman; the emotional fetters with which men must chain themselves. The Jacobin most characteristic image, of an individual imprisoned, proves as typical of Dickens's novels as it is of Richardson's. If they do make the novel's real tradition, it is to try to make choices, and even of life in an advanced society as most people experience it. Convictions of themselves cannot make good novels—but, in a decade in which the competition is from Fanny Burney, the Jacobin deserves some credit for being able to see a church by daylight.

Marilyn Butler

Shavian realism versus idealism

Shaw's Moral Vision: The Self and Salvation by Alfred Turco Jr. Cornell University Press, £9.45 ISBN 0 8014 0965 9

A whole generation of Shaw's critics has laboured to dispose of the ancient attack upon his characters as mere talking heads, his plays as barely dramatized treatises. Eric Bentley, Martin Meisel and Margery Morgan have ably established his artistic merits, the range and subtlety of his dramatic techniques. Professor Turco now feels that it is safe to return to the study of Shaw's ideas without supplying ammunition to the Shaw-is-a-preacher-not-a-playwright school of opinion. His concern, as he makes clear in the preface, "is not with the origins of Shavian thought, but with its inner coherence".

Beginning with the novels, Turco traces the growth of certain basic concepts through the early plays and critical works towards *Man and Superman* as the first major attempt at creative synthesis. In this pattern, *The Quintessence of Wagnaria* (1891) and *The Perfect Wagnerite* (1898) are seen as thesis and antithesis, the restless pragmatism of the earlier work being met with the idealistic purpose of the later. The centre of the book then takes the form of an extended analysis of three plays—*John Bull's Other Island*, *Major Barbara* and *Heartbreak House*—in which, Turco argues, Shaw explored most ambitiously the dualisms which preoccupied him throughout his career: realism and idealism, efficiency and aspiration, the "self and salvation".

Turco's argument is carefully, and on the whole cogently, built up and with a dialectic method like that of Shaw himself. His discussion of the familiar with the whole range of Shaw's work, and supplies a brief epilogue in which he discusses plays after *Heartbreak House*, he

cannot accept that "idealism, even heroic idealism, is impractical". Shaw is already looking for idealistic attitudes which can find a successful expression in action, for the Shavian realist needs a transcendent goal to validate the intuitions of the self. This he finds in the Life Force of *Man and Superman*, where the individual will become a part of the world, and the iconoclastic energies of Juan are harnessed to the progressive machinery of Creative Evolution. Yet even here there is uncertainty, in the bumpy descent from the clouds of dream-visions to the inadequate Tanner and his marriage with Ann Whitefield. It is scarcely to this couple that one expects the Superman to be born.

In the three plays which come after *Man and Superman*, Turco sees this uncertainty developing into a tragic vision. The comfortable Hell of *Man and Superman* may provide a debating-chamber where ultimate solutions are thrashed out, but with *John Bull's Other Island* and *Major Barbara*, for Turco, is finally a failure, although a heroic one, because there Shaw tried to invent a synthesis in which he could not honestly believe. "It was Shaw's misfortune to have sensed that his view of life was tragic at precisely the moment when he was temperamentally least capable of facing tragedy." Shaw's disillusionment with his longcherished ideal of an alliance between power and moral purpose is registered in the shipwreck world of *Heartbreak House*. Against those critics who reject Shaw for a shallow optimism, Turco maintains that the collection of that optimism into an ever more distant future of supermen amounts to a tragic perception of the failure of man in the here and now.

This book is all the more effective for its intelligent selectiveness. Although Turco's discussion is familiar with the whole range of Shaw's work, and supplies a brief epilogue in which he discusses plays after *Heartbreak House*, he

Nicholas Grene

Plays in performance

On Directing Shakespeare by Ralph Berry Crown Helm, £5.95 ISBN 0 85664 329 7

"*Hamlet* has not the nature of a stage representation. *Hamlet* and the other plays of Shakespeare have so vast and so complete a form when read, that they can but lose heavily when presented to us after having undergone stage treatment. That they were acted in Shakespeare's day proves nothing." The statement does not come from a Victorian antagonist of the theatre but from Edward Gordon Craig, one of the most important writers on the theory of the stage in this century. For the whole of his life, Craig consistently maintained that the best plays are not plays at all, that is, that they were not intended for and ought not to be put on the stage. Craig's problem was not only the limitation of performance techniques at the time he was writing but also his belief in the single perfect performance, the ideal of which all other performances are but pale Platonic imitations.

For Peter Brook, there is one perfect realization of the text: "The great harm done by scholarship is to try to make choices, and even to make quarrels over who's right and who's wrong. . . . Rather, you want endlessly to come back to meeting this vibration in all its fullness and with all the ambiguity of something of hand to read. Robin Phillips's book is a study of the study of Brook's statement is perhaps the clearest explanation of the rationale behind Ralph Berry's book. Professor Berry has interviewed seven contemporary theatre directors and the book consists of the interviews loosely edited. In fact, I wish Berry had not been so reluctant to edit; the book has too many repetitions, too many phrases that are embarrassingly puerile and trite. But for

insights like Brook's one can forgive a lot.

The directors come from widely differing backgrounds: there is Brook the outsider, Jonathan Miller, Trevor Nunn, representing the Royal Shakespeare Company, Robin Phillips from Stratford, Ontario, Richard Kahn from the other Stratford in America, and two continental directors, Edward Swinarski from Poland and the brilliant Giorgio Strehler. Yet in spite of the different theatrical contexts, the directors, senty prodded by Berry, keep returning to the same questions. How is it, for instance, that particular plays are made "relevant" at particular times? How successful is the text? Are updated productions viable and responsible to the text? I would recommend anyone who tends to disparage modern-dress productions out of hand to read Robin Phillips's sensitive explanation of the reasons behind his production of *Measure for Measure* set in the post-Freud Vienna of 1912. Trevor Nunn's comments on cutting are as provoking as anything that bibliographical studies of hand to read. Brook's statement is perhaps the clearest explanation of the rationale behind Ralph Berry's book. Professor Berry has interviewed seven contemporary theatre directors and the book consists of the interviews loosely edited. In fact, I wish Berry had not been so reluctant to edit; the book has too many repetitions, too many phrases that are embarrassingly puerile and trite. But for

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BOOKS Critique of criticism

Memories and Essays Old and New 1926-1974 by Allen Tate

Theory of Criticism: A Tradition and Its System by Murray Krieger

It is a commonplace that literary criticism is moving beyond itself or is beside itself with a rage for prophecy.

It was not always thus. In the Age of Criticism it was possible for a major critic to proceed upon a few hunches, a temper, an intuition, or a lively body of prejudice.

It is clear that the New Critics sustained themselves by recourse to a new literature, extremely complex works for which a radically new effort in the art of reading was required.

the activity of literature. They wrote criticism along the margin of such works as The Waste Land and Ulysses and they assumed that their first obligation was to help a reader to get along with the new works.

Allen Tate's Memories and Essays is interesting because it exemplifies the continuity of creation and criticism in the years of the early New Criticism.

The essays are also fairly relaxed; they are designed to express an attitude upon writers well established rather than to exert any great pressure upon the received account of modern literary history.

There is no informality in Mr Krieger's Theory of Criticism, an elaborate attempt to define a contextualist position arising from the critic's interest in "the peculiar set of conditions which surround the definition of the all-inclusive system of the poem".

victory at last by appeal to his knowledge of illusion. Emphasizing the fictive nature of poetic language, he is not intimidated by gauntlets thrown down in the name of truth.

Thereafter, Krieger concedes that the human mastery which art embodies is merely provisional, a mastery in parenthesis, but he argues that the mastery of the word helps man to create for himself the place which he lives.

Krieger's argument depends upon our accepting that poetic language is different from ordinary language, and that the difference constitutes the presence of the poem.

Krieger is most lucid when he feels himself under pressure from modern Structuralists and therefore under the obligation to distinguish his position both from that of Structuralism and from that of the Geneva School of "consciousness criticism".

Denis Donoghue

Satire and symmetry

John Gay: The Beggar's Opera by Peter Elfed Lewis

Edward Arnold, £2.95 and £1.65

"Be the Author who he will we push his Play as far as it will go" says the Player in the introduction to The Beggar's Opera.

Perhaps because of its success on the stage the play has always stood beyond the ambit of ordinary criticism, though Johnson's view of it as a "labefaction of all principles" might have been more headed had he not gone on to assume that, this being so, the play was "injurious to morality".

specialist study rather than useful criticism, and this neglect of masterpiece has done nothing for the broader appreciation either of Gay or of English eighteenth-century drama.

The great merit of Peter Elfed Lewis's volume in the Studies in English Literature series is that it goes long way towards remedying this situation.

Beyond this, it seems, there is another theme—which was, of course, apprehended by Dr Johnson. The "labefaction" of principles is, voracious, equally challenging to the common man treating the play as entertainment, and to the critic whose unspoken assumption is likely to be that an ordered, formal, albeit an anti-heroic, one, presupposes, some easily paraphrasable.

Richard Luckett

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This is an important book on The Faerie Queen. Professor MacCaffrey interprets the poem in terms of knowing rather than doing, of imaginative activity rather than virtues and vices.

For Professor MacCaffrey, the education of Spenser's gentleman in an education in the reading of allegory, and the poet misses no opportunity of intensifying this process.

These two books could not be more different. Muriel Bradbrook's is a collection of essays and lectures, chiefly on Shakespeare and James Joyce.

Though they are much reviled by some of my colleagues who want their students to read difficult books with only solitary grunts, the Cassell Series have given me a good deal of innocent pleasure.

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Elisen Barker is lecturer in sociology at the London School of Economics; Denis Donoghue is professor of modern English and American literature at University College Dublin; T. H. Ekins, professor of geography at the University of Sussex, is author of The Urban Explosion; Nicholas Greene, author of Sygne: A Critical Study of the Plays, lectures in English at the University of Liverpool; Peter Holland is research fellow in English at Trinity Hall Cambridge; Michael Long, author of The Un-

The Living Monument: Shakespeare and the Theatre of his Time by M. C. Bradbrook

W. B. Yeats and the Idea of a Theatre: The Early Abbey Theatre in Theory and Practice by James W. Flannery

Dr Bradbrook opens her book with a reminder that 1976 saw the four hundredth anniversary of the founding of James Burbage's theatre, which, with its successors, provided the local habitation for Shakespeare's art.

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BOOKS Golden dawn and golden sunset

that their dramatics cannot be understood except through their theatres and audiences, and the mutable life of the society in which the theatres came into being.

The contrast between Shakespeare's Elizabethan English theatre and Yeats's post-Parnellite Irish theatre are more obvious than the similarities.

Dr Bradbrook, on the other hand, is working in the latter theatre, so only to create a new form of play, not only to find actors and managers and a theatre and money, but also to navigate the newly built drama in the communal rite of drama, and he saw himself as heir to the oldest and deepest traditions of his country.

sees both sides of the question, he throws over everything a last, a "radical" light, the play seems to float with the breath of imagination in a freer element.

Is it possible that Shakespeare should never have read Homer, in Chapman's version at least? If he had read it, could he mean to transcribe it in the parts of those big boobies, Ajax and Achilles? Ulysses, Nestor and Agamemnon, are true to their parts in the Iliad: they are gentlemen at heart.

Elisen Barker is lecturer in sociology at the London School of Economics; Denis Donoghue is professor of modern English and American literature at University College Dublin; T. H. Ekins, professor of geography at the University of Sussex, is author of The Urban Explosion; Nicholas Greene, author of Sygne: A Critical Study of the Plays, lectures in English at the University of Liverpool; Peter Holland is research fellow in English at Trinity Hall Cambridge; Michael Long, author of The Un-

resent hostility from that which Dr Bradbrook shows the Jacobean focus? That the Elizabethan theatre was allowed to come into existence at all seems a miracle, and its whole career was a battle for life against those who finally extinguished it in 1642.

Some years ago in Dublin I witnessed with great pleasure Dr Flannery's productions of Yeats's Calvary and The Resurrection. It is very much as a man of the theatre that he writes this book, and on Yeats when he is actually in the theatre copying with the technical problems of speaking and acting, or arguing with Gordon Craig about the screens.

In the years since Dr Flannery has been in Dublin he has evidently forgotten that the immortal Dublin booksellers are Hodges Figgis, not Hodges Pippis. Indeed the book is full of careless misprints, I am sorry to say, and bewildering phrases which may or may not be meaningful to the author.

Dr Flannery is equally helpful on the exhausting progress from Yeats's ethereal conceptions to the rocky substance of the live theatre, and on the hostility of Griffith, Moran, Kettle and the rest, rejecting Protestants, rejecting the English, rejecting the dramatic image, Dr J. D. Biff.

Philip Edwards

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Applications are invited for the post of LECTURER in Physiology/Biochemistry. with a bias towards plants. Applicants should have at least an MSc Degree. Teaching and research experience would be an advantage. SALARY SCALE (Per Annum) US\$1,000 = G\$2.55. Lecturer—UAS: G\$9,000 + G\$480.00-G\$14,760.00. Benefits include housing allowance, contributory medical and pension schemes. Anyone recruited from overseas will receive up to four full economy air passages (for himself, wife and unmarried children up to eighteen years of age) from point of recruitment to Guyana, limited removal expenses and a settling-in allowance. Applications (3 copies), stating name, date of birth, marital status, qualifications and dates obtained, work experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer, where appropriate), must reach the Personnel Division, University of Guyana, PO Box 841, Georgetown, Guyana, before 31st March, 1977.

University of Guyana VACANCY—DEPARTMENT OF ENGLISH

Applications are invited for the post of LECTURER in English Literature. Applicants should have a higher degree. Preference will be given to an applicant who is qualified to teach one or more of the following: Critical Theory from Plato to the present, The Modern European Novel, 18th and 19th Centuries; Children's Literature; Afro-American Literature. Salary will be in the range G\$9,000.00-G\$14,760.00 per annum (US \$1,000 = G\$2.55). Benefits include housing allowance, contributory medical and pension schemes. Anyone recruited from overseas will receive up to four full economy air passages (for himself, wife and unmarried children up to eighteen years of age) from point of recruitment to Guyana, limited removal expenses and a settling-in allowance. Applications (3 copies) stating name, date of birth, marital status, qualifications and dates obtained, work experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer, where appropriate), must reach the Personnel Division, University of Guyana, PO Box 841, Georgetown, Guyana, before 31st March, 1977.

UNIVERSITY OF GUYANA VACANCY—DEPARTMENT OF MATHEMATICS

Applications are invited for positions of LECTURERS (4) in the Department of Mathematics. Applicants should have a higher degree in one of the following fields: Mathematics, Statistics or Computer Sciences. SALARY SCALE (Per Annum) US\$1,000 = G\$2.55. Lecturer—UAS: G\$9,000.00 + G\$480.00-G\$14,760.00. Benefits include housing allowance, contributory medical and pension schemes. Anyone recruited from overseas will receive up to four full economy air passages (for himself, wife and unmarried children up to eighteen years of age) from point of recruitment to Guyana, limited removal expenses and a settling-in allowance. Applications (3 copies), stating name, date of birth, marital status, qualifications and dates obtained, work experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer, where appropriate), must reach the Personnel Division, University of Guyana, PO Box 841, Georgetown, Guyana, before 31st March, 1977.

MOUNT ALLISON UNIVERSITY SACKVILLE, N.B., CANADA

Applications are invited for an appointment in the COMMERCIAL DEPARTMENT to teach undergraduate students in Accounting and Systems/Management Science. Rank open to candidates. Candidates must have a relevant higher degree with substantial teaching experience and preferably professional accounting qualifications as well. Salary commensurate with qualifications and experience. For further details please contact: Professor David Higham, 32 Charles Street, Wigan, Lancashire, England. Telephone: Holsford 532-587-795

THAILAND BIRMINGHAM THE UNIVERSITY

ACADEMIC APPOINTMENTS. Applications are invited for academic positions in the following fields: APPLIED MATHEMATICS, ENGINEERING ECONOMICS, ENVIRONMENTAL ENGINEERING, HUMAN SETTLEMENTS PLANNING, INDUSTRIAL ENGINEERING AND MANAGEMENT, RURAL PLANNING AND DEVELOPMENT. Appointments at the post-graduate or full professor level are available. Preference will be given to candidates with post-graduate qualifications in the relevant field. Applications should be sent to: The Registrar, University of Birmingham, Edgbaston, Birmingham B15 2TT, England, U.K.

BRADFORD THE UNIVERSITY

Applications are invited for the post of Lecturer in History. The post holder will be responsible for the teaching of History in the Department of History. The successful candidate will be expected to contribute to the development of the Department of History. Applications should be sent to: The Registrar, University of Bradford, Bradford, West Yorkshire, U.K.

DURHAM THE UNIVERSITY

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of Economics in the Department of Economics. The successful candidate will be expected to contribute to the development of the Department of Economics. Applications should be sent to: The Registrar, University of Durham, Durham, U.K.

THE OPEN UNIVERSITY FACULTY OF SOCIAL SCIENCES STAFF TUTORSHIP in the SOCIAL SCIENCES East Anglia Region

Applications are invited for appointment to the post of Staff Tutor in the Social Sciences, East Anglia Region. The post holder will be responsible for the teaching of Social Sciences in the East Anglia Region. The successful candidate will be expected to contribute to the development of the Department of Social Sciences. Applications should be sent to: The Registrar, Open University, Milton Keynes, U.K.

DURHAM THE UNIVERSITY LECTURER IN AGRI-CULTURE

Applications are invited for the post of Lecturer in Agriculture. The post holder will be responsible for the teaching of Agriculture in the Department of Agriculture. The successful candidate will be expected to contribute to the development of the Department of Agriculture. Applications should be sent to: The Registrar, University of Durham, Durham, U.K.

ULSTER THE NEW UNIVERSITY SCHOOL OF SOCIAL SCIENCES LECTURESHP IN SOCIAL WORK

Applications are invited for the post of Lecturer in Social Work. The post holder will be responsible for the teaching of Social Work in the School of Social Sciences. The successful candidate will be expected to contribute to the development of the School of Social Sciences. Applications should be sent to: The Registrar, The New University, Belfast, U.K.

JOHANNESBURG THE UNIVERSITY

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of Economics in the Department of Economics. The successful candidate will be expected to contribute to the development of the Department of Economics. Applications should be sent to: The Registrar, University of Johannesburg, Johannesburg, U.K.

DURHAM THE UNIVERSITY

Applications are invited for the post of Lecturer in History. The post holder will be responsible for the teaching of History in the Department of History. The successful candidate will be expected to contribute to the development of the Department of History. Applications should be sent to: The Registrar, University of Durham, Durham, U.K.

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LEEDS THE UNIVERSITY

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of Economics in the Department of Economics. The successful candidate will be expected to contribute to the development of the Department of Economics. Applications should be sent to: The Registrar, University of Leeds, Leeds, U.K.

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THE TIMES HIGHER EDUCATION SUPPLEMENT 4.77

Universities continued

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RESEARCH STUDENTSHIPS: 1977

The Natural Environment Research Council is offering up to 287 research studentships for postgraduate research in scientific aspects of the natural environment. There are three main types of award: (i) University or polytechnic based studentships. (ii) Institute-based studentships. A smaller number of awards are available at Government-funded research institutes. In all cases a university or polytechnic link allows for both supervision and higher degree registration. Many of these studentships involve an appropriate form of training for graduates with a first degree in the environmental sciences such as geology, physical geography and the biological sciences. Others are more specialised in physics and chemistry when NERC particularly wishes to attract into the environmental sciences. Studentships will normally begin on 1 October 1977 and be renewable for up to three years. The basic grant for 1976/77 was £1,710 plus approved fees. It is currently under review. Awards are made to students who hold good honours degrees, or the equivalent, or expect to obtain such qualifications in 1977. They should also have been resident in Great Britain for at least three years (excluding period of full-time higher education). Already most of the studentships have been allocated to particular universities, polytechnics and research institutes. They can be taken up by students wishing to study in specified research areas under the supervision of named members of staff. In addition there will be a small number of studentships for prospective students of outstanding research merit who have already formulated their own research proposal. Applicants should submit a detailed account of their research proposal to NERC by 1 April 1977 on application form RS1 (Comp) 1977. (ii) An appeals competition will be held during August in response to applications made through heads of departments where students wish to study. The limited number of studentships then available will not be restricted to departments or research areas to which awards have already been allocated and prospective students may wish to make inquiries to university or polytechnic departments about research training possibilities. Full details of the location of awards already allocated and the research area, within which they may be held, also forms RS1 (Comp) 1977 are obtainable from the University Support Section, NERC, Alnhamra House, 27/33 Clarendon Cross Road, London WC2N 6AX, telephone 01-59 1252.

NATURAL ENVIRONMENT RESEARCH COUNCIL

COMPUTING IN THE SOCIAL SCIENCES

The Social Science Research Council and the University of London Computer Centre (ULCC) invite applications for a Fellowship to investigate ways of increasing the effectiveness of computing in the social sciences. The appointment will be for two years and applications on the basis of secondment would be welcome. The intention is that at the end of two years advice should be given to the Council on how best to improve the use made of computing facilities in the social sciences, particular attention being paid to the organisational, advisory and educational aspects. The person in question will thus be expected to contribute to research in relation to needs in the social ability of types of hardware and software, and on ways of ensuring the provision of the necessary facilities as well as their effective utilization. The person appointed will be for the longer term. He/she will be expected to attend at the Council's Computing Committee. Close liaison will be expected with social scientists in assessing their needs and with advisory groups in Computing Centres, Regional Centres, Machine Range Groups and other relevant bodies. It is anticipated that the holder of the post will have to travel extensively within the UK and possibly abroad. The post is based at ULCC. This is one of the three large Regional Computer Centres and plays an important role in the UK Computing scene. The person appointed will be expected to be closely involved in the work of the Centre where this is relevant to his/her research. The post will be paid on the scale £5,000-£11,000 p.a. and it is hoped that the successful applicant will be able to take up the post in September or before. Further particulars can be obtained from: Mr. C. J. Caswell, Secretary, SSRC Computing Committee, 1 Temple Avenue, London, EC4A 3DF. Closing date for receipt of applications: 28th April 1977.

OXFORD ST. HUGH'S COLLEGE FELLOWSHIP IN LAW

The College proposes to elect a Fellow to the post of Lecturer in Law in the Department of Law in the University of Oxford. The successful candidate will be expected to contribute to the development of the Department of Law. Applications should be sent to: The Registrar, St. Hugh's College, Oxford, U.K.

WARWICK THE UNIVERSITY

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of Economics in the Department of Economics. The successful candidate will be expected to contribute to the development of the Department of Economics. Applications should be sent to: The Registrar, University of Warwick, Warwick, U.K.

WARWICK THE UNIVERSITY

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of Economics in the Department of Economics. The successful candidate will be expected to contribute to the development of the Department of Economics. Applications should be sent to: The Registrar, University of Warwick, Warwick, U.K.

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Polytechnics continued

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC
Faculty of The Arts
PRINCIPAL LECTURER or SENIOR LECTURER or LECTURER II—Modern British Political History

In the event of an applicant for the post of Principal Lecturer being of suitable calibre and experience, he/she may be offered an appointment as Reader and given particular responsibility for the organisation of research and post-graduate teaching.

Faculty of Technology
LECTURER II/SENIOR LECTURER—Quantity Surveying

Applications are invited from Chartered Quantity Surveyors or holders of equivalent degree or professional qualifications, to lecture in the fully exempting professional Diploma courses in the primary surveying disciplines.

The initial appointment will be within the Lecturer II scale with progress to Senior Lecturer subject to the efficiency bar.

LECTURER II—Environmental Health

Applicants should be graduates in environmental health or an associated discipline, registered with the Environmental Health Officers Registration Board and will be required to teach to degree level in subjects covering environmental health administration, food hygiene and safety, pollution control and occupational hygiene.

Faculty of Social and Health Sciences
LECTURER I or LECTURER II—Psychology

Staff are required to teach Psychology at both Degree and Diploma level on a range of courses in the Faculties of Social and Health Sciences and Business Administration. Applicants should be committed to the teaching of Psychology in applied or professional areas and should also have a strong interest in one of the following: Social, Physiological, Clinical or Developmental Psychology.

Salary Scales:
Principal Lecturer £5,940-£6,042/£7,578
Senior Lecturer £3,031-£5,955/£6,417
Lecturer II £3,279-£5,493
Lecturer I £2,469-£4,377

All Salary Scales subject to £312 supplement

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 6,100. It has extensive new purpose built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by March 24th (April 4th for Quantity Surveying position) may be obtained by telephoning Whiteabbey (0231) 65131, ext 2243, or by writing to: The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Jordanstown, Newtownabbey, Co. Antrim BT37 0QB.

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC
Faculty of Social and Health Sciences
SSRC RESEARCH STUDENTSHIPS

Applications are invited for SSRC Studentships tenable in the Schools of Communication Studies and Psychology from September 1977. These studentships, awarded for two years with the possibility of extension, are currently valued at £1,270.

Candidates should hold a good Honours Degree, but those graduating this year will be considered.

Further particulars and application forms from:

The Director of Studies, School of Communication Studies, Ulster College, The Northern Ireland Polytechnic, Jordanstown, Newtownabbey, co Antrim BT37 0QB.
Telephone: (0231) 65131, extension 2453.

LECTURER GRADE II/ SENIOR LECTURER in Art Design History

Applications are invited for the above post from suitably qualified honours graduates. The person appointed will be required to teach the history of design on courses in art and design, including a foundation course.

Salary: £3,279 to £5,955 (bar) to £6,417 plus a supplement of £312.

Further details and form of application from the Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham. Telephone 0602 48246, extension 2088. Closing date March 14, 1977.

TRENT POLYTECHNIC NOTTINGHAM

oxford polytechnic

Applications are invited for the post of **Lecturer II-Senior Lecturer in Electronic Engineering** (£3,591-£6,729)

to teach mainly Digital Engineering

Relevant teaching experience at advanced level and industrial or research experience is desirable. Further information and application forms, from Head of Department of Engineering, Oxford Polytechnic, Oxford OX3 0BP.

CITY OF BIRMINGHAM
THE POLYTECHNIC
BIRMINGHAM SCHOOL OF SENIOR LECTURER (LEVEL 2)

Applications are invited from graduates in the field of design or architecture to teach on the following courses: **Senior Lecturer in Architecture** and **Senior Lecturer in Design**. Salary scales for Grade V—£7,985 to £8,271 p.a. plus supplement of £312 p.a. or proportion thereof.

Application forms and further details may be obtained from the Staff Officer, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QG, to whom completed applications should be returned by 26th March, 1977. Please quote ref. F18.

A "REVIEW OF NEW COURSES" FEATURE will be published on **Friday, April 1, 1977**. For further details of advertising please contact **John Ladbrook 01-837 1234**

CITY OF BIRMINGHAM
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PLYMOUTH POLYTECHNIC
SCHOOL OF BEHAVIOURAL AND SOCIAL SCIENCE
LECTURER II
Social Policy and Administration

To join a team teaching on a new MA degree in Social Policy and Administration and allied professional courses. Experience in Social Security Policy and/or Law and Social Policy required.

Candidates should have a degree and preferably a higher degree or research experience in Social Administration.

Applications are invited for the above post in the School of Behavioural and Social Science. The successful candidate will be required to teach on the subject of Social Policy and Administration. The successful candidate will have a degree in Social Policy and Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Social Policy and Administration. The successful candidate will have a minimum of five years' experience in teaching Social Policy and Administration.

SHEFFIELD CITY POLYTECHNIC
TRAINING OFFICER

To seek new students, both in this country and abroad, for the training programme in Social Work and to maintain contact with existing students. The successful candidate will have a degree in Social Work or a related subject. The successful candidate will have a minimum of five years' experience in teaching Social Work or a related subject. The successful candidate will have a minimum of five years' experience in teaching Social Work or a related subject.

SHEFFIELD CITY POLYTECHNIC
LECTURER/SENIOR LECTURER IN MANAGEMENT

To join an excellent team of lecturers in the Department of Management. The successful candidate will have a degree in Management or a related subject. The successful candidate will have a minimum of five years' experience in teaching Management or a related subject. The successful candidate will have a minimum of five years' experience in teaching Management or a related subject.

SUNDERLAND POLYTECHNIC
FACULTY OF SCIENCE
Department of Mathematics and Computing
PRINCIPAL LECTURER IN COMPUTER STUDIES

The person appointed will be responsible for leading the work of the Department in the areas of Computer Studies, Computer-based Information Systems, and Data Processing.

A good honours degree in an appropriate discipline is required, together with some years of relevant responsible experience in industry or commerce and/or education. A post-graduate qualification and research interest would be an advantage.

Computer Studies is a major option within the B.Sc. Honors/B.Sc. Degree course in Computer Studies in Science. Other courses operating include H.N.D. and H.N.C. in Computer Studies, B.O.S. part I and B.O.S. part II. There is in addition a very substantial contribution to computer courses throughout the Polytechnic.

The major computer facility, operated by the Polytechnic Computer Centre, is an extensive I.C.T. system: within the Department there is a D.E.C. PDP-11/40 computer supporting a wide range of applications. Further information and application forms, from the Head of Department of Engineering, Sunderland Polytechnic, Sunderland, Co. Durham, to whom completed applications should be returned as soon as possible.

TERRESIDE
THE POLYTECHNIC
DEPARTMENT OF CIVIL AND STRUCTURAL ENGINEERING AND BUILDING

Applications are invited for the post of **LECTURER/SENIOR LECTURER IN ENGINEERING (STRUCTURAL)**

Preference will be given to candidates who can teach in the Department of Civil and Structural Engineering and Building. The successful candidate will have a degree in Engineering or a related subject. The successful candidate will have a minimum of five years' experience in teaching Engineering or a related subject. The successful candidate will have a minimum of five years' experience in teaching Engineering or a related subject.

MANCHESTER
THE POLYTECHNIC
HOLLING FACULTY
DEPARTMENT OF HOTEL, CATERING AND INSTITUTIONAL MANAGEMENT

PRINCIPAL LECTURER IN PRODUCTION MANAGEMENT

The person appointed should have an honours degree with 20% or more in Production Management in Manufacturing/Industrial Management, or a related subject, and a minimum of five years' experience in teaching Production Management or a related subject. The successful candidate will have a minimum of five years' experience in teaching Production Management or a related subject.

PRESTON
THE POLYTECHNIC
PRINCIPAL LECTURER IN THE DEPARTMENT OF POLITICAL SCIENCE

Applications are invited for the post of Principal Lecturer in the Department of Political Science. The successful candidate will have a degree in Political Science or a related subject. The successful candidate will have a minimum of five years' experience in teaching Political Science or a related subject. The successful candidate will have a minimum of five years' experience in teaching Political Science or a related subject.

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY
Department of Civil Engineering
LECTURESHIP IN CIVIL ENGINEERING

The person appointed must be able to teach up to honours degree level and applicants should be civil engineers with appropriate teaching and engineering/practical experience. They should have a research/practical interest in Hydraulics, Hydrology, Public Health or Soil Mechanics; the ability to teach Surveying would be an added advantage.

Salary Scale: £3,528-£6,324 (bar)-£6,837 with initial placement dependent upon approved prior experience. Full financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Acting Head of Department of Civil Engineering, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed forms should be returned not later than March 18, 1977.

Administration

HEALTH EDUCATION STUDIES UNIT
Chief Educational Research Officer

The Unit will begin work in October 1977 and be located at Hughes Hall, Cambridge. It has been established for an initial five year period.

The C.E.R.O. will be responsible, under the overall direction of the Unit's Principal and the Council's Education Committee, for that half of the Unit's work involving health education in schools. The person appointed will need to be able to develop detailed proposals for this work, but in general terms it will include investigation of existing practice and curricula with reference to health education and the development and evaluation of new procedures. Liaison with, and courses for, teachers will also be a part. The C.E.R.O. will also deputise for the Principal as necessary.

A relevant first degree, extensive experience in teaching, educational services and curriculum development, and the ability to lead a small team and work closely with others, are essential. Experience with the in-service training of teachers or in educational research would be an advantage.

Salary: Principal Officer 1 Upper (£5,408 to £8,057 plus £312 supplement) or secondment salary if appropriate.

Application forms, which should be returned by 14th March, and further details are available from:

The Office Manager,
The Health Education Council,
78 New Oxford Street,
London WC1A 1AH

LIVERPOOL
THE UNIVERSITY
ADMINISTRATIVE ASSISTANT

Applications are invited from graduates in the field of Administration or a related subject to the post of Administrative Assistant in the Department of Administration. The successful candidate will have a degree in Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject.

THE OPEN UNIVERSITY
ADMINISTRATIVE ASSISTANT

Applications are invited from graduates in the field of Administration or a related subject to the post of Administrative Assistant in the Department of Administration. The successful candidate will have a degree in Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject.

LONDON
COUNCIL FOR NATIONAL ACADEMIES
ADMINISTRATIVE ASSISTANT

Applications are invited from graduates in the field of Administration or a related subject to the post of Administrative Assistant in the Department of Administration. The successful candidate will have a degree in Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject.

RESEARCH ASSISTANT
JANUARY 1977

Young graduates with a degree in a relevant subject are invited to apply for the post of Research Assistant in the Department of Administration. The successful candidate will have a degree in Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject. The successful candidate will have a minimum of five years' experience in teaching Administration or a related subject.

General Vacancies

A new challenge to your modern training skills
£5,000 + Car

Throughout the Whitbread group there is a strong awareness of the importance of progressive training at all levels of management.

This increasing demand for modern training has led to the creation of a new position for an Assistant Management Training Officer.

We wish to appoint a man or woman with both experience and potential, who will be responsible for designing and organising specific management courses. Tutoring as well as directing these courses, and ensuring that they remain fresh and relevant, will be a significant part of your role.

You will also be responsible for setting up and running the first year's training programme for the company's annual intake of university graduates.

Aged between 25-45, and educated to degree level, you should have a minimum of two years experience in a management role together with previous involvement in training Managers.

Above all it is essential that you possess not only intelligence but also practical skills, and that your personality enables you to communicate easily and effectively with directors and staff at all levels within the company.

An attractive starting salary £5,000 will be in line with experience and ability and we offer a wide range of other benefits including an excellent pension scheme and company car.

Although you will be based at our headquarters in the City, you will travel throughout the UK and it will be necessary for you to spend some time away from London.

Please write with full details of your career to date to: J.F. Jarvis, Selection Manager, Whitbread & Co. Ltd., Chiswell Street, London EC1Y 4SD, quoting ref. HQ/6.

WHITBREAD

BUCKINGHAMSHIRE
SCHOOL OF MANAGEMENT STUDIES AND LANGUAGES
LECTURER II IN ECONOMICS

Roles to commence in September 1977. The successful candidate should be a graduate with a honours degree in Economics or a related subject, and a minimum of five years' experience in teaching Economics or a related subject. The successful candidate will have a minimum of five years' experience in teaching Economics or a related subject.

Re-advertisement
ULSTER MUSEUM
The Trustees of the Ulster Museum invite applications for the post of DIRECTOR

The Museum comprises departments of Art, Antiquities, Zoology and Botany, Geology and Technology and Local History. In addition there is a Design and Production Department and an Education Service. The regional Antrim County Museum is also included within the responsibility of the Trustees.

A new extension has recently been completed, and new displays have been installed to a very high standard. Some development in this field remains to be undertaken and the Museum makes a very active contribution to the cultural and educational life of the Province.

The Director is responsible to the Trustees for the overall control of the Museum. Candidates will be expected to be of appropriate scholarly standing and have considerable experience in administration.

The salary of the post is £10,282 and the appointment also carries a non-contributory pension.

Application forms and further particulars may be obtained from:

The Administrative Officer,
Ulster Museum
Botanic Gardens Belfast BT9 5AB
Closing date for application:
31st March 1977

ULSTER MUSEUM
Botanic Gardens Belfast

Colleges and Departments of Art

DUNDEE
UNIVERSITY OF DUNDEE
DEPARTMENT OF ART

Applications are invited for the post of Lecturer in the Department of Art. The successful candidate will have a degree in Art or a related subject. The successful candidate will have a minimum of five years' experience in teaching Art or a related subject. The successful candidate will have a minimum of five years' experience in teaching Art or a related subject.

Colleges of Higher Education

BUCKINGHAMSHIRE
SCHOOL OF MANAGEMENT STUDIES AND LANGUAGES
LECTURER II IN ECONOMICS

Roles to commence in September 1977. The successful candidate should be a graduate with a honours degree in Economics or a related subject, and a minimum of five years' experience in teaching Economics or a related subject. The successful candidate will have a minimum of five years' experience in teaching Economics or a related subject.

NOTICES

THE DEVELOPMENT EDUCATION FUND

The Minister for Overseas Development has announced a Development Education Fund to support the development of education in the Third World. The fund is intended to support the development of education in the Third World. The fund is intended to support the development of education in the Third World.

MANCHESTER
THE UNIVERSITY
COMMUNITY STUDIES

Applications are invited from graduates in the field of Community Studies or a related subject to the post of Lecturer in the Department of Community Studies. The successful candidate will have a degree in Community Studies or a related subject. The successful candidate will have a minimum of five years' experience in teaching Community Studies or a related subject. The successful candidate will have a minimum of five years' experience in teaching Community Studies or a related subject.

SCHOOL OF ORIENTAL AND AFRICAN STUDIES
(University of London)

IN-SERVICE COURSE TO BE HELD AT UCL

The School of Oriental and African Studies, University of London, is offering an in-service course to be held at University College London (UCL). The course is intended for staff of other universities and colleges who are interested in the study of Oriental and African Studies. The course will be held over a period of two years, starting in September 1977. The course will be held over a period of two years, starting in September 1977.

CHICHESTER COLLEGE OF HIGHER EDUCATION
LIBRARIAN

Applications are invited from graduates in the field of Librarianship or a related subject to the post of Librarian in the Department of Librarianship. The successful candidate will have a degree in Librarianship or a related subject. The successful candidate will have a minimum of five years' experience in teaching Librarianship or a related subject. The successful candidate will have a minimum of five years' experience in teaching Librarianship or a related subject.

Selfies 1978

Overseas

College of Education for Academic Year 1977/78

Teaching Positions in Education Colleges of Education University of Riyadh, Riyadh Saudi Arabia

Teaching positions are available at the College of Education for the Academic Year 1977/78 in the following areas (Ph.D. is required): Psychology—Education and curriculum—Art Education—Physical Education. Conditions are:

- 1. Professor would have ten years' academic teaching experience after Ph.D. Degree. 2. Associate Professor would have five years' academic teaching experience after Ph.D. Both of them would have genuine research work published and appreciated or has got his degree from recognised University following the academic system of Riyadh University. 3. Assistant Professor would only hold Ph.D. Degree.

University salary scale is from 3,600 to 6,600 S.R. per month (one US Dollar = 3.5 S.R.) depending upon academic status and teaching experience. There is annual housing allowance from 15,000 to 20,000 S.R. and four roundtrip airtickets. The medium of instruction is Arabic.

Those interested may send their resumes as soon as possible to: Dr. Mohammed A. Rasheed, Dean, College of Education, University of Riyadh, Saudi Arabia. Selected applicants will be advised of the result.

CSIRO AUSTRALIA DIVISION OF MINERAL CHEMISTRY PORT MELBOURNE, VICTORIA RESEARCH SCIENTIST

The Commonwealth Scientific and Industrial Research Organisation has a broad charter for research into primary and secondary industry areas. The Organisation has approximately 7,000 employees—2,200 of whom are research and professional scientists—located in Divisions and Sections throughout Australia.

FIELD: ELECTRON MICROSCOPY OF MINERALS GENERAL: The Division of Mineral Chemistry is a constituent Division of the CSIRO Minerals Research Laboratories. Its research interests include surface chemistry, metallurgical chemistry and structural chemistry.

DUTIES: To engage in research to improve instrumental techniques for mineral particulate characterization with a view to understanding mineral reaction processes. To be responsible for supervising staff who are operating an automated microprobe analyser and a scanning electron microscope.

QUALIFICATIONS: A Ph.D. or equivalent in an appropriate field and demonstrable research ability. Applicants should be familiar with either microprobe or SEM procedures and have a working knowledge of digital logic circuitry and of the physics of x-ray and electron detectors. A background knowledge of solid state chemistry, mineralogy, metallurgy or geology is essential.

SALARY: Senior Research Scientist or Principal Research Scientist: \$A17,320-\$A23,562 p.a.

TENURE: Indefinite with Superannuation. Applications stating FULL personal and professional details, the names of at least two professional referees, the contribution you expect to be able to make in the field described and quoting reference number 6011/273 should reach:

The Personnel Officer, Australian Scientific Liaison Office, Canberra House, 10-18 Maittravers Street, London WC2R 3EH. by 4th April, 1977

BURWOOD STATE COLLEGE DEAN OF THE INSTITUTE OF SPECIAL EDUCATION

Applications are invited for the above position which will become vacant when the Foundation Dean, Dr L. J. Murphy, retires on 31 December, 1977.

The College which is situated in the eastern suburbs of Melbourne has 1700 students enrolled in Diploma, Degree and Graduate Diploma courses designed to prepare teachers in Primary and Secondary Schools and to prepare teachers of the severely handicapped in a number of areas. Within these courses the College prepares specialist teachers in Health, Physical Education and Recreation, Art and Craft, Music and in a number of areas of severe handicap in which courses range from certificate to degree level. The College has the capacity to take 3000 students.

The Institute is an important part of the College. It is engaged in the preparation and development of undergraduate and graduate level of teachers and other professional workers for the 'low incidence' handicaps. The handicaps include hearing impairment, visual impairment, physical handicap, mental retardation, emotional disturbance and severe learning disability.

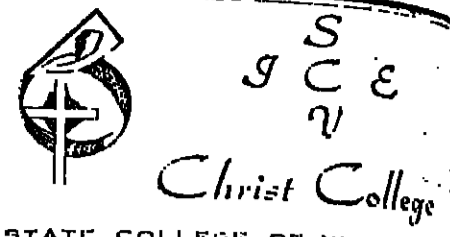
The Institute already has an international standing and the College is seeking applicants capable of maintaining this reputation and of further developing it. Applicants must be able to demonstrate high level qualifications and experience in Special Education.

The Council of the College reserves the right to make an appointment by invitation and would welcome suggestions concerning the names of suitable persons who may be approached with respect to this appointment.

Present salary is \$A20,867 per annum. Further information concerning the College and copies of the Terms and Conditions of Employment are available on request.

Applications should contain a recent photograph and the names and addresses of three referees from whom confidential enquiries may be made. Enquiries may be addressed to Mr. A. I. Dunlop, Academic Registrar, and applications should be lodged with him at the College by 3 June, 1977.

Burwood State College 221 Burwood Highway, Burwood, 3128, Melbourne, Australia.



Christ College STATE COLLEGE OF VICTORIA INSTITUTE OF CATHOLIC EDUCATION

Christ College is an expanding tertiary institution providing at present for the training of Primary Teachers through a three-year pre-service Diploma Course along with Conversion Programmes Graduate Diploma studies for experienced teachers. It is planned to commence a Bachelor of Education degree course in 1978.

Applications are invited for the position of Deputy Director

Salary: \$A24,971 per annum Under the Director to assist in the general administration of the College, to convene and participate in committees, and to undertake relevant duties as determined by the Director. Participation in the leading programme is expected. Duties will include developing, supervising and co-ordinating the professional secondary studies with post-graduate qualifications preferably including a doctorate.

Qualifications & Experience: Approved university studies with post-graduate qualifications preferably including a doctorate. Applicants should have good administrative talent, preferably a tertiary institution. Qualities of integrity, intellectual ability and executive drive are essential as an understanding of the Christian nature of the College, and willingness to work within this framework.

Conditions: Either limited term or permanent tenure subject to review after three years. Full details of terms and conditions of employment and information about the College, the Institute of Catholic Education and the State College of Victoria system may be obtained on application to the Director, Mr. R. Halkack, at the address shown below.

Applications: Applications should include a curriculum vitae, present address and telephone number, the name and addresses of three referees and the date when available to commence duty, and be forwarded to: The Director, S.V.I.C.E., Christ College, 17 Cadebar Road, Oakleigh, Victoria, Australia 3166. Applications to close: 26th March, 1977.

CSIRO AUSTRALIA DIVISION OF BUILDING RESEARCH HIGHETT, VICTORIA SOCIAL/BEHAVIOURAL SCIENTIST

The Commonwealth Scientific and Industrial Research Organisation has a broad charter for research into primary and secondary industry areas. The Organisation has approximately 7,000 employees—2,200 of whom are research and professional scientists—located in Divisions and Sections throughout Australia.

GENERAL: The Division undertakes a very wide range of theoretical and applied research concerned with building and the built environment, recently extended to social and behavioural problems in rural and urban environments. Community problems are being attacked from a variety of viewpoints by a group comprising architects, sociologists, psychologists and geographers. Among problems being studied at present are: problems of housing, sociological and psychological aspects of community decision-making, and migration movements.

Research Scientists have considerable autonomy as well as the opportunity to join in multi-disciplinary approaches to complex problems.

DUTIES: To undertake research in the area of human behaviour in the built environment.

QUALIFICATIONS: A Ph.D. in social psychology, sociology or geography, and demonstrable research ability. A lower degree plus appropriate research experience will be considered.

SALARY: Research Scientist or Senior Research Scientist: \$A13,517 to \$A19,919 p.a.

TENURE: Indefinite or fixed term. Applications stating FULL personal and professional details, the names of at least two professional referees and quoting reference number 330/531 should reach: The Personnel Officer, Australian Scientific Liaison Office, Canberra House, 10-18 Maittravers Street, London WC2R 3EH.

Overseas continued



The Higher Institute of Electronics Beni Walid Libyan Arab Republic

The Institute is mainly an undergraduate school and lectures are conducted in English. Students take a three-year course in Electronics and Communications Engineering leading to the B.Sc. degree. The Institute is situated in Beni Walid, which is about 178 km from Tripoli, and all students and members of staff are accommodated in the campus. Members of staff are strongly encouraged to undertake their own research.

Vacancies for staff members exist in the following fields: (1) Electronics (2) Communication Theory (3) Instrumentation and Control (4) Computation and Digital Computers (5) Engineering Drawing and Descriptive Geometry (6) Physics (7) Mathematics (8) English Language (preference will be given to candidates of English origin).

The minimum qualifications required for Technicians staff is an M.Sc. and/or Ph.D. (teaching experience preferable).

The minimum qualifications required for Technicians is a City and Guilds Technicians Diploma or any equivalent qualification (preference will be given to candidates with previous experience). Technicians are required to run the Institute laboratories in the above fields, plus the Mechanical and Electrical Workshops.

Table with columns: Position, From, To, Annual Increment, Total Increment. Rows include Professor, Associate Prof, Assistant Prof, Lecturer, Assist. Lecture, Lab Technician.

(1 LD = £2.00)

In addition all members of staff will receive the following benefits:

- (1) The Institute pays tourist-class air tickets for the staff member, his wife and four of his children under 18 years of age. The paid tickets cover the journey between the place of recruitment to Tripoli. (2) The Institute pays 25 per cent of the air charge for excess baggage weight twice only—at the beginning and at the end of the service. (3) The Institute provides furnished accommodation. (4) Air tickets for leave are provided to staff members and their families, as mentioned under section (1), after two years of continuous work with the Institute. (5) For the first four years of service a gratuity of one month's salary is given to the staff member. A gratuity of two months' salary is given for each subsequent year of service. (6) The Institute provides full medical services for staff members and their families at Government Hospitals in Libya. Qualified persons are invited to submit curriculum vitae to:

The Cultural Counsellor, Embassy of the Libyan Arab Republic, 58 Prince's Gate, London, S.W.7.

Courses continued

MANCHESTER THE UNIVERSITY INSTITUTE OF SCIENCE AND TECHNOLOGY

M.Sc. COURSE IN PETROCHEMICAL AND HYDROCARBON CHEMISTRY The one-year course, leading to the M.Sc. degree, starts in October, 1977, and is open to graduates of Chemistry from British or Overseas Universities. The principal work of the course is in the laboratory and is designed to give the student a general introduction to the field of hydrocarbon chemistry. The course is approved by the Institution of Chemical Engineers.

Applications should be sent to the Personnel Officer, Department of Education, 100 St. James Street, Manchester M2 1UL.

COLLEGE OF THE BAHAMAS STAFF VACANCIES

- 1. LIBRARIAN 2. ASSISTANT LIBRARIAN 3. CHAIRPERSONS FOR ACADEMIC DISCUSSIONS To be responsible for the leadership in establishing the academic quality of the Division, and liaison with the community in establishing the good name of the College. (a) APPLIED SCIENCE. (b) BUSINESS & ADMINISTRATIVE STUDIES. (c) HUMANITIES. (d) NATURAL SCIENCE. (e) SOCIAL SCIENCE. (f) TECHNICAL & VOCATIONAL STUDIES. 4. LECTURERS IN ENGLISH. To teach Language/Literature, Speech & Drama including one specialist in Adult Remedial Instruction. A Lecturer to teach Technical English with expertise in one of the following areas: Power Technology, Micro Technology and Polymer Technology is also required. 5. LECTURERS IN SCIENCE. To teach the following subjects to first-year university level: (a) Mathematics (modern and traditional). (b) Business Mathematics. (c) Agricultural Science. (d) Biology (including Marine Biology and Botany). (e) Physics. (f) Chemistry. 6. LECTURERS IN SOCIAL SCIENCES. To teach Religion, Sociology, Psychology, History & Geography. 7. LECTURERS IN ACCOUNTING. To teach Accounting to first-year University standard. 8. LECTURERS IN SECRETARIAL SCIENCE. To teach shorthand and typing. 9. LECTURERS IN ECONOMICS. To teach Economics to first-year university standard. 10. LECTURERS IN EDUCATION. To teach Research Methods (at degree level), Foundation Subjects in Education (Philosophy, Psychology and Sociology and Reading Methodology). 11. LECTURERS IN TECHNICAL & VOCATIONAL STUDIES. To teach (a) Carpentry & Joinery. (b) Commercial Art & Advertising Design. (c) Engineering and Auto Mechanics. 12. LECTURERS IN APPLIED SCIENCE. To teach (a) Electronics, (b) T.V. Technology, (c) Electrical Technology, (d) Mechanical Engineering & Drafting, (e) Electrical Installation. Familiarity with the Canadian Electrical Code is desirable. (f) Vocational Teacher Training. These lecturers will be expected to teach at the craft technician and associate degree level and to assume responsibility for a laboratory or workshop. Technical Teacher Training is desirable. Applicants should be available to take up duties by 1st September, 1977. Appointments will be for an initial two-year contract, although permanent appointments for one year will be considered. Applicants should preferably hold a Master's Degree or equivalent qualification, although experience and/or lower qualifications will be considered. The salary scale for lecturers for 1977-1978 runs from \$11,000 to \$18,000 plus \$1,000 abroad for Child Carers. The salary scale for the Librarian runs from \$12,400 to \$14,400 for the Assistant Librarian \$8,200 to \$10,600. Interested candidates should send detailed resumes by 4th March, 1977, to Personnel Assistant, College of the Bahamas, P.O. Box N-4912, Nassau, Bahamas, from whom further particulars can be obtained.

ISRAEL BIRZAIT UNIVERSITY

An independent Arab private university established in 1974, Birzeit University has positions open in the following departments: Academic year 1977-78: Accounting, Anthropology, Business Administration, Chemistry, Economics, Education, English Literature, Health, Humanities (Ancient and Modern), Mathematics (Mathematical, Statistical, Algebra), Music and Theoretical, Psychology and Experimental, Sociology, Technology (Microbiology and Biotechnology).

English is the basic language of instruction. Candidates should have a Ph.D. (preferably) or a master's degree with teaching experience.

Salary for M.A. is \$5,400 for Ph.D. \$7,600 up according to experience. The salary scale for lecturers available with adapted experience is \$11,000 to \$18,000 per year. These lecturers will be expected to teach at the craft technician and associate degree level and to assume responsibility for a laboratory or workshop. Technical Teacher Training is desirable.

Applications should be sent to the Personnel Officer, Birzeit University, P.O. Box 101, Birzeit, West Bank, Via Israel.

NORWAY ANDER REGIONAL COLLEGE LECTURESHIP IN BRITISH STUDIES

The appointment will be made primarily within the general field of British social and cultural studies. The post will involve close co-operation with the Department of Literature and Language Studies at the University of Tromsø. Preference will be given to those who have had previous experience of teaching in the field of British studies. The post will be held for one year.

Applicants should be qualified to undertake the teaching of British literature and culture at the college or university level. Preference will be given to those who have had previous experience of teaching in the field of British studies. The post will be held for one year.

A knowledge of Norwegian, or other Scandinavian language will be a distinct advantage.

The appointment involves a primary period of one year before becoming permanent.

Applications (4 copies) together with references (3 copies) should be sent to: Academic Registrar, Post Box 4501, Kristiansund, Norway. Further details are available on request from: The Personnel Officer, Dept. of English at the same address.

TASMANIAN COLLEGE OF ADVANCED EDUCATION (AUSTRALIA)

DIVISION OF TEACHER EDUCATION MOUNT NELSON (HOBART) OVERSEAS DIVISIONAL FELLOW IN EDUCATION

Applications are called for the appointment of an Overseas Divisional Fellow in Education. The successful candidate will have proven expertise in the development of mathematics programmes at the early primary and primary levels and their links with mathematics at the early secondary level. A sound background in mathematics is, of course, essential. The task of the successful applicant will be to participate in the development of early primary, primary and lower secondary in-service mathematics programmes in Tasmanian Schools and to assist with the pre-service mathematics curriculum studies programme of the Division of Teacher Education.

The in-service education programme is being undertaken to support revision and updating of mathematics teaching in the State, which has followed lines already established in most English-speaking countries. Tasmanian Educationists have maintained and fostered close links with education authorities in Britain and, therefore, educational thinking in the State is, in many ways, attuned to developments with which prospective applicants in Britain would be familiar. The position will be annually reviewed and is expected to be of three years' duration.

The salary is \$A16,314 approximately rising by annual increments to \$A17,352. Assistance with travel and removal expenses will be offered to the successful applicant who will be expected to take up the appointment in September, 1977. Applications should be by letter, outlining qualifications and experience accompanied by photocopies of qualifications and the names, addresses and phone numbers of two referees.

All correspondence should be sent airmail to: The Head, Mount Nelson Campus, Tasmanian College of Advanced Education, GPO Box 1415, HOBART, TASMANIA 7001, Australia. Applications close on March 25, 1977. Selected applicants will be interviewed in England.

Colleges of Further Education

Kent County Council Kent Education Committee

NONINGTON COLLEGE OF PHYSICAL EDUCATION M.A. in MOVEMENT STUDIES UNIVERSITY OF LONDON Faculty of Education

Applications are invited for the M.A. Course in Movement Studies commencing in September 1977. Options available will include Aesthetics of Movement, Dance and Psycho-Social Aspects. Qualified teachers with good honours degrees or equivalent qualifications in Education and Physical Education are eligible to apply. Further details and application forms can be obtained from the Academic Registrar, Nonington College of Physical Education, Nonington, Dover, Kent CT15 4HH (STD 0304; 840671).

THE TIMES INDEX

The Times Index (which includes entries for The Times Educational Supplement as well as The Times, The Sunday Times, The Times Literary Supplement and The Times Higher Education Supplement) is now published monthly with a cumulative annual volume at the end of the year.

For full details please write or telephone:

Customer Service Manager Newspaper Archive Developments Limited 16 Westcote Road, Reading, RG3 2DF England. Telephone (0734) 583247

A limited number of specimen copies will be available this month.

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